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SEVENTY-THIRD ANNUAL CONVENTION

of the

Middle States Association of Colleges and Secondary Schools 1959



CHALFONTE-HADDON HALL, ATLANTIC CITY, N. J.
FRIDAY AND SATURDAY, NOVEMBER 27 AND 28, 1959



PUBLISHED BY THE ASSOCIATION
1960



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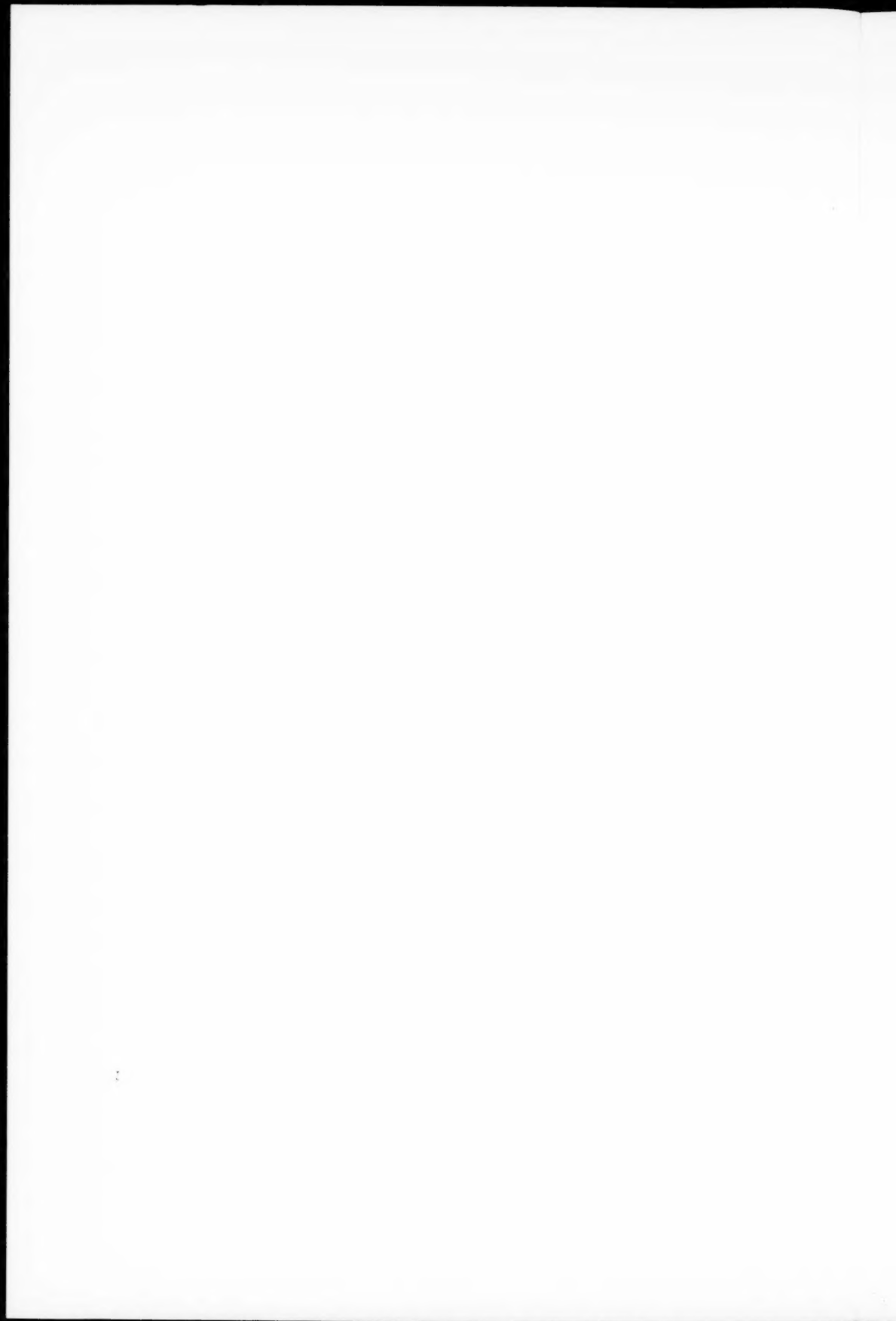


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CONTENTS

	PAGE
List of Officers	5
Members of Commissions	7
Representatives on the College Entrance Examination Board....	8
Representatives on the American Council of Education.....	8
Representatives on the National Committee of Regional Accred- iting Agencies	8
Fraternal Delegates	8
Special Committees	8
Program of the 1959 Convention	10
General Session, Friday Morning:	
Report of the Secretary	11
Report of the Treasurer	15
Auditor's Report	17
Report of the Chairman of the Commission on Secondary Schools:	
R. D. Matthews	18
Report of the Commission on Secondary Schools:	
Ira R. Kraybill, Executive Secretary.....	20
Report of the Special Committee on Membership:	
Albert E. Meder, Jr.	23
Report of the Nominating Committee	25
Report of the Commission on Institutions of Higher Education:	
Finla Crawford, Secretary	27
Report of the Chairman of the Commission on Institutions of Higher Education:	
Ewald B. Nyquist	29
Report of the Study Committee of the Association:	
Robert W. McEwen	35
General Session, Friday Afternoon	44
Evening Session:	
Commission on Institutions of Higher Education:	
An Open Meeting of the Commission	73
Commission on Secondary Schools	75
List of Member Institutions:	
Accredited Colleges and Junior Colleges.....	78
Accredited Secondary Schools	84
Accredited Schools for American Dependents Abroad.....	109
Membership Organizations	110
Honorary Members	110

LIST OF OFFICERS—1959-60

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TREASURER

OLIVER MELCHIOR, *Principal*, Scarsdale High School, Scarsdale, N. Y.

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MITCHELL GRATWICK, *Headmaster*, Horace Mann School, New York, N. Y.

ANDREW G. TRUXAL, *President*, Hood College, Frederick, Md.

MILLARD E. GLADFELTER, *President*, Temple University, Philadelphia, Pa., retiring President of the Association (coopted).

ALBERT E. MEDER, JR., Chairman of the Commission on Institutions of Higher Education, *Ex Officio*.

R. D. MATTHEWS, Chairman of the Commission on Secondary Schools, *Ex Officio*.

CARTER DAVIDSON, *President*, Union University, Secretary, Commission on Institutions of Higher Education.

IRA R. KRAYBILL, 3446 Walnut Street, Philadelphia 4, Pennsylvania, *Executive Secretary*, Commission on Secondary Schools.

F. TAYLOR JONES, 15 Park Row, New York 38, N. Y., *Executive Secretary*, Commission on Institutions of Higher Education.

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Terms expiring in 1961: LAWRENCE L. BETHEL, *President*, Fashion Institute of Technology; JEREMIAH FINCH, *Dean*, Princeton University; DANIEL Z. GIBSON, *President*, Washington College; ALBERT E. MEDER, JR., *Dean of Administration*, Rutgers University; ERIC A. WALKER, *President*, The Pennsylvania State University.

Terms expiring in 1962: STANTON C. CRAWFORD, *Secretary of the University and Dean of the Faculties*, University of Pittsburgh; CARTER DAVIDSON, *President*, Union University; ELIZABETH GEEN, *Dean*, Goucher College; HENRY C. MILLS, *Vice-President*, University of Rochester; WILLIAM VAN NOTE, *President*, Clarkson College of Technology.

The President and Secretary of the Association.

Honorary Members: *GEORGE A. BRAKELEY, *FRANK H. BOWLES, *EUGENE F. BRADFORD, *ROBERT C. CLOTHIER, *MARGARET T. CORWIN, ROY J. DEFERRARI, MILLARD E. GLADFELTER, *DAVID A. ROBERTSON, E. KENNETH SMILEY, *HARRY A. SPRAGUE, *CHARLES C. TILLINGHAST.

COMMISSION ON SECONDARY SCHOOLS

Terms expiring in 1960: EVAN INGRAM, *First Associate Superintendent of Schools*, Pittsburgh, Pa.; REV. WILLIAM A. RYAN, S.J., *Instructor*, St. Joseph's College H. S., Philadelphia, Pa.; R. D. MATTHEWS, *Professor*, University of Pennsylvania, Philadelphia, Pa., *Chairman*.

Terms expiring in 1961: JOHN F. BROUGHER, *Principal*, Woodrow Wilson High School, Washington, D. C.; RHODA E. HARRIS, *Headmistress*, Albany Academy for Girls, Albany, N. Y.; WILLIS H. WHITE, *Director of Division of Instruction*, Maryland State Department of Education.

Terms expiring in 1962: VERY REV. PASCAL F. FOLEY, O.F.M., *Rector*, St. Joseph's Seraphic Seminary, Callicoon, N. Y.; WARREN HELD, *Principal*, Plainfield High School, Plainfield, N. J.; HOWARD ROW, State Department of Education, Dover, Delaware.

The President and Secretary of the Association.

Honorary member: E. D. GRIZZELL.

* Emeritus

REPRESENTATIVES ON THE COLLEGE ENTRANCE EXAMINATION BOARD

ROBERT L. AMSDEN, Columbia High School, Maplewood, N. J.
CLARENCE FULMER, Wilmington High School, Wilmington, Del.
ANNE HEALY, Roland Park Country School for Girls, Baltimore, Md.
KENDALL B. HOWARD, Manhasset High School, Manhasset, Long Island, N. Y.
SALLIE E. LURTON, Holton-Arms School, Washington, D. C.
JAMES H. QUINN, Episcopal Academy, Philadelphia, Penna.

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HURST R. ANDERSON, American University.
FINLA CRAWFORD, Syracuse University.
GENE D. GISBURNE, University of Pennsylvania.
REV. LAURENCE J. MCGINLEY, Fordham University.
ALBERT E. MEDER, JR., Rutgers University.

REPRESENTATIVES ON THE NATIONAL COMMITTEE OF REGIONAL ACCREDITING AGENCIES

ALBERT E. MEDER, JR., Chairman of the Commission on Institutions of
Higher Education.
F. TAYLOR JONES, Executive Secretary to the Commission on Institutions
of Higher Education.

FRATERNAL DELEGATES

New England Association of Colleges and Secondary Schools:
ARTHUR HOWE, JR., *Dir. Admissions*, Yale University, New Haven,
Conn.
North Central Association of Colleges and Secondary Schools:
CLYDE VROMAN, *Dir. Admissions*, University of Michigan, Ann Arbor,
Mich.
Southern Association of Colleges and Secondary Schools:
CHARLES S. DAVIS, *President*, Winthrop College, Rock Hill, S. C.

SPECIAL COMMITTEES

Committee on Nominations:
FINLA G. CRAWFORD, *Vice-Chancellor*, Syracuse University, Syracuse,
N. Y.
FREDERIC K. MILLER, *President*, Lebanon Valley College, Annville, Pa.
LESLIE R. SEVERINGHAUS, *Headmaster*, Haverford School, Haverford, Pa.

ROBERT W. VAN HOUTEN, *President*, Newark College of Engineering,
Newark, N. J.

ANNE WELLINGTON, *Headmistress*, Emma Willard School, Troy, N. Y.,
Chairman

Committee on Finance:

MILLARD E. GLADFELTER, *President*, Temple University

GENE D. GISBURNE, *Vice-President*, University of Pennsylvania

OLIVER MELCHIOR, *Principal*, Scarsdale High School

EDWARD K. CRATSLEY, *Vice-President*, Swarthmore College

LESLIE R. SEVERINGHAUS, *Headmaster*, Haverford School

GENERAL MEETINGS OF THE ASSOCIATION

Friday, November 27, 1959

Presiding Officer—MILLARD E. GLADFELTER, President, Temple University, President of the Association

10:30 A.M.—General Session

Annual Meeting. Reports of Officers and Commissions.
Greetings from Fraternal Delegates. Election of Officers.
Report of the Commission on Secondary Schools
Report of the Commission on Institutions of Higher Education
Report of the Study Committee.

2:30 P.M.—General Session

The Federal Government's Responsibility to Higher Education.

HON. ARTHUR S. FLEMMING, Secretary of U. S. Dept. of Health, Education and Welfare.

Perpetuating Private Higher Education in America.

MR. BEARDSLEY RUMML, Author of "Memo to a College Trustee."

Discussion: DR. HAROLD K. SCHILLING, *Dean*, Graduate School of Penna. State University; DR. WILLIAM P. TOLLEY, *Chancellor*, Syracuse University.

7:30 P.M.—Commission on Institutions of Higher Education

Evaluation Reports of Typical but Fictitious Institutions.

Commission on Secondary Schools

The 1960 Edition of the Evaluative Criteria.

GENERAL SESSION

Friday, November 27, 1959

The Seventy-third Annual Convention of the Middle States Association of Colleges and Secondary Schools was called to order at 10:30 A.M. with Dr. Millard E. Gladfelter, President, presiding. The invocation was delivered by Dr. Ralph W. Decker, Director of Secondary and Higher Education of the Methodist Church.

REPORT OF THE SECRETARY

GENE D. GISBURNE

There is as usual an exceedingly full schedule of business to bring to this 73rd Annual Meeting of the Association. With this in mind, brevity will be the keynote of your Secretary's report.

The year's activity in the Secretary's office has been, quite naturally, of a routine nature. However, there are clear indications in the amount of correspondence and the nature of the queries that the work of the Association is the subject of continued and accelerated interest by the public as well as those directly engaged in educational work. Reports by the Treasurer and the Chairmen of the two Commissions to be presented later will show in detail the volume and quality of the work of these, the important agencies of your Association.

It is, nonetheless, of significance for you to know that the budget for 1959-60 is almost double that of five years ago and that in the five-year period the Association has grown by some 150 member institutions, with a present membership of more than 1,225. This growth is indicative of the health and activity of our Association.

At last November's convention you were reminded of the changes in the publications of the Association. It seems clear that during 1959-60 further changes will be effected.

As a result of recommendations by a special committee appointed to review our printed material, we have engaged professional assistance to bring forth appropriate suggestions as to design, format and typography, all directed toward the objective of developing publications which will better serve the Association and which will be clearly identified in all respects with this Association.

Efforts have been made to improve our convention registration procedures, and we are grateful for the generous cooperation of the affiliated organizations. Further study and subsequent decision will lead to more

effective means of achieving the desired results to determine the true picture of convention attendance.

The total registration for the 1958 convention was somewhat higher than that for 1957—1,073 compared to 1,020. Two hundred twenty-eight, or 88½%, of the 257 member colleges were represented. In contrast, 262, or slightly more than 28%, of the 925 member schools were in attendance. In member institutions represented, this is an increase of 12% for the colleges and 8% for the secondary schools. The 1958 registration records also reveal attendance by 498 college representatives, 332 school representatives, and 243 from other groups and organizations. Over the period of the last five years total convention attendance has increased by 15% while the membership list of the Association has increased only by about 9½%.

To analyze these data with a degree of accuracy is difficult indeed. Many different factors undoubtedly play a part. However, it is certain that there is healthy and growing interest in the annual meeting and we hope that this continues to be the case.

As a part of this business session you will be asked to act on the final report of the Special Committee on Membership. We are confident that this document will be of interest to you.

Of particular importance at this convention will be the report of the Association's Committee on Educational Policy. This group, you will recall, was the outgrowth initially of the convention program in which Frank Bowles participated, and subsequently of the Study Committee appointed on a mandate from you at the 71st Annual Convention. President Robert W. McEwen, of Hamilton College, the chairman of this valuable addition to our committee structure, will present an initial report today, and your reactions to the report will be viewed with keen interest by the Executive Committee.

You will be interested to learn that the President, on recommendation of the Executive Committee, has appointed a committee to study the honoraria paid to members of the staff and certain officers of the Association. This is in keeping, we believe, with your desires to have under continuing review facets of the Association's work.

We believe that the program developed by the President and your Executive Committee for this convention will hold unusual interest for you. The presentations by Secretary Flemming and Mr. Ruml, with discussion by Chancellor Tolley and Dean Schilling, will be exceedingly worthwhile. The topics surely are close to all who share the problems of education.

You are reminded that the 2:30 session this afternoon will be held again this year in the Carolina Room of the Chalfonte Hotel. We are confident that you will look forward to meeting the program participants at the

reception immediately following the afternoon session. The two commissions of the Association have planned for the evening programs which should be of great interest to everyone.

Numerous meetings, conferences and ceremonies have been attended by representatives of the Association during the year. In December, 1958, President Gladfelter served as fraternal delegate to the New England Association. Dr. Ward I. Miller, of the Executive Committee, was our fraternal delegate at the annual meetings of the Southern Association of Colleges and Secondary Schools. In March of this year Dr. Gladfelter represented the Association at the meetings of the North Central Association in Chicago.

Next week Waldro J. Kindig, Principal of the Dwight Morrow High School in Englewood, New Jersey, will serve as your delegate at the meetings of the New England Association in Boston; and Oliver Melchior, Treasurer of the Association and Principal of the Scarsdale High School in Scarsdale, New York, will be the fraternal delegate at the meetings of the Southern Association.

The Association was represented by the Rev. J. Joseph Bluett, S.J., of St. Joseph's College of Philadelphia and by Dr. Elmer Field of the Central High School of Philadelphia at the April 1959 meetings of the American Academy of Political Science. H. H. Williams of Cornell University was the Association's representative at the 1959 Meetings of the American Association of Collegiate Registrars and Admissions Officers. In May 1959 Lawrence L. Bethel, President of the Fashion Institute of Technology, represented the Association at the inauguration of Dr. Morris Meister. Last month, Dr. Ewald B. Nyquist and F. Taylor Jones were our representatives on the National Commission on Accrediting; and the Rev. Laurence J. McGinley, President of Fordham University, attended the meetings of the American Council on Education.

Many, many persons come together in the work of the Association and their cooperative attitude and competent service make pleasant the task of your Secretary. You join with me, I know, in this expression of deep thanks to all those who contribute generously to the activities of our Association.

Mr. President, this concludes the report of the Secretary. However, I wish to present to the convention at this time a request which involves a change in Item 4 of the Bylaws of the Association and which now reads as follows:

"A condition of being placed upon or of maintaining a place upon an accredited list of the Association shall be the payment of the annual accredited-membership fee. The membership fee for higher institutions

with an enrollment of more than one thousand students shall be \$150 per year; for higher institutions with an enrollment not exceeding one thousand students the fee shall be \$100 per year; and for secondary schools \$20 per year."

The change relates to the dues structure for secondary school members only. During the past year the Commission on Secondary Schools, the Finance Committee and the Executive Committee have held lengthy discussions on financial problems occasioned by more interest in accreditation which has doubled the correspondence load, increased detailed reports, created the need for funds for additional staff, and made clear the necessity to remain competitive as well as fair in the matter of staff compensation.

The recommended increase of the secondary school dues from \$20 per year to \$40 per year will accomplish the desired objectives and will provide initially for a relatively small reserve. However, it is apparent that the implementation of recommendations of the Study Committee and the anticipated growth of the activity of the Commission on Secondary Schools will require additional funds. Of importance, too, is that our Association annual budget is now approaching \$100,000 and a financial venture of this magnitude requires at least a small reserve account. It is recommended that the change in dues be effective for the current fiscal year, which dates from September 1, 1959 to August 31, 1960.

You will also wish to know that the Chairman of the Commission on Secondary Schools has circularized the 925 member secondary schools on the recommended change with the following clearly defined results: 715 in favor; 39 opposed; 18 undecided; and 154 not voting.

The Finance Committee has recommended the change to the Executive Committee, which has approved the following resolution for presentation to the convention:

"RESOLVED, that Item 4 of the Bylaws of the Middle States Association of Colleges and Secondary Schools be amended to read as follows and that the provisions be in effect beginning with the 1959-60 fiscal year:

'A condition of being placed upon or of maintaining a place upon an accredited list of the Association shall be the payment of the annual accredited-membership fee. The membership fee for higher institutions with an enrollment of more than one thousand students shall be \$150 per year; for higher institutions with an enrollment not exceeding one thousand students the fee shall be \$100 per year; and for secondary schools \$40 per year.'

President Gladfelter, I move the adoption of this resolution.

(The motion was duly seconded, put and carried.)

REPORT OF THE TREASURER

OLIVER MELCHIOR

September 1, 1958 to August 31, 1959

RECEIPTS (SCHEDULE 1)

Dues

Year 1958-59

Secondary Schools	\$18,355.00	
Junior Colleges	1,500.00	
Four Year Colleges	28,466.67	
Associated Memberships	150.00	\$48,471.67

Year 1956-57 Secondary Schools	\$ 15.00	
1957-58 Secondary Schools	160.00	
1957-58 Junior Colleges	300.00	
1957-58 Four Year Colleges	2,450.00	
1957-58 Associated Memberships	10.00	2,935.00

Year 1959-60 Secondary Schools—in advance	\$ 95.00	
1959-60 Four Year Colleges—in advance	100.00	195.00
		<u>\$51,601.67</u>

Commissions on Institutions of Higher Education

Evaluation Fees—Current Year	\$ 4,025.00	
Evaluation Fees—Future Years	1,450.00	
Reimbursement of Evaluation Costs—Current Year	12,289.60	17,764.60

Commissions on Secondary Schools

Evaluation Fees	\$ 6,500.00	
Certificates for Schools	42.00	6,542.00

Interest on U. S. Treasury Bonds:

On \$4,000.00 2½%, Series "G", 1961	\$ 100.00	
On \$4,000.00 2.76%, Series "K", 1968	110.40	210.40

Miscellaneous Refunds		15.15
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TOTAL RECEIPTS		<u>\$76,133.82</u>
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Deduct:

Expenditures—See Schedule 1 annexed		71,730.07
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Excess of Receipts for year ended August 31, 1959		\$ 4,403.75
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ADD:

Balance, September 1, 1958, per previous report		5,420.50
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Balance, August 31, 1959		<u>\$ 9,824.25</u>
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*Comprised as follows:**Executive Secretary:*

Cash—Chase Manhattan Bank	\$ 5,622.15	
Petty Cash	47.26	

Treasurer:

Cash—Girard Trust Corn Exchange Bank	4,685.48	
Payroll Taxes withheld and accrued	—530.64	

\$ 9,824.25

EXPENDITURES (SCHEDULE 2)

Commissions on Secondary Schools

Salaries and Honoraria	\$13,307.37	
Correspondence, Printing, Supplies and Telephone	1,103.46	
Office Equipment	346.54	
Travel	1,583.10	
Petty Cash and Miscellaneous	618.23	\$16,958.70

Commissions on Institutions of Higher Education

Salaries and Honoraria	\$15,775.00	
Annual Meeting less Refunds	2,538.51	
Executive Secretary's Fidelity Bond	25.00	
Teachers' Insurance & Annuity Association	525.00	18,863.51

Expenses through Executive Secretary:

Evaluation Current Charges	\$13,171.51	
Evaluation Honoraria	2,900.00	
Rent	1,500.00	
Electricity	157.17	
Supplies	894.49	
Shipping and Mailing	1,044.72	
Printing (Net)	1,250.89	
Telephone and Telegraph	644.76	
Equipment	249.00	
Extra Help	922.50	
Meetings	1,094.15	
Travel	1,828.69	
Contingencies	83.85	25,741.73

Secretary's Office

Salaries and Honoraria (including \$160.00 prepaid)	\$ 1,585.00	
Correspondence, Printing and Supplies	77.87	
Petty Cash, Telephone and Postage	135.41	1,798.28

Treasurer's Office

Salaries and Honoraria	\$ 1,350.00	
Correspondence, Printing and Supplies	133.37	
Postage and Notary	51.25	
Fidelity Bond—Treasurer	25.00	
Travel	47.91	1,607.73

Executive Committee Meetings	164.43	
Convention Expenses	1,749.24	
Printing of Proceedings	2,962.32	
Fraternal Delegate	394.08	
Other Meetings	285.91	
Contributions and Dues	425.00	
Audit Fees	85.00	
Social Security Taxes	536.46	
Insurance	157.68	

TOTAL EXPENDITURES		\$71,730.07
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MARC FUND (SCHEDULE 3)

Balance, September 1, 1958	\$ 109.93
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Disbursements:

Refunds to sources of Special Study Fund

Carnegie Corporation	\$ 82.83	
Fund for Adult Education	13.55	
Fund for Advance of Education	13.55	109.93

Balance, August 31, 1959	\$ — 0 —
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ASSETS AND LIABILITIES (SCHEDULE 4)

ASSETS

Cash, Treasurer's Account		
Girard Trust Corn Exchange Bank, Philadelphia, Pa.	\$ 4,685.48	
Cash, Executive Secretary's Fund		
Chase Manhattan Bank, New York, N. Y.	5,622.15	
Petty Cash	47.26	
Cash, Savings Fund		
Girard Trust Corn Exchange Bank, Philadelphia, Pa.		
(interest added \$2.75; additional due)	119.75	\$10,474.64
Investments		
\$4,000.00 U. S. Treasury Bonds "G" 2½%, 1961	\$ 4,000.00	
\$4,000.00 U. S. Treasury Bonds "K" 2.76%, 1968	4,000.00	8,000.00
Accounts Receivable		
Dues and fees (nine schools billed)		390.00
Prepaid Salaries—Secretary's Office		160.00
TOTAL		\$19,024.64

LIABILITIES

Taxes withheld from Employees		
Federal Income	\$ 327.10	
Social Security	77.64	
Philadelphia Wage	35.10	
New York State Income	90.80	\$ 530.64
Due received in advance		195.00
Evaluation fees received in advance		1,450.00
TOTAL		\$ 2,175.64

AUDITOR'S REPORT

Board of Directors
Middle States Association of
Colleges and Secondary Schools
Philadelphia, Penna.

Dear Sirs:

We have examined the books and records of the Treasurer and Executive Secretary of the Middle States Association of Colleges and Secondary Schools for the fiscal year ended August 31, 1959. The scope of our examination is outlined in the succeeding paragraphs.

The Schedules included in this report are as follows:

Treasurer's Account and Executive Secretary Funds—	Schedule
Consolidated Cash Account for year ended August 31, 1959	1
Consolidated Expenditures for year ended August 31, 1959	2
Marc Fund—Cash Account for year ended August 31, 1959	3
Statement of Assets and Liabilities as at August 31, 1959	4

The accounts of the Association are kept on a cash basis and consequently do not reflect income due but uncollected nor expenses and commitments incurred and unpaid. The receipts, as recorded in the books, were accounted for by the disbursements, which were supported by endorsed cancelled checks and approved vouchers together with the balances in the bank at August 31, 1959.

We reconciled cash in banks as shown by the records with the balances confirmed to us by the repositories. The U. S. bonds in the custody of Mr. Oliver Melchior, the Treasurer, were examined. We did not count the Petty Cash.

All interest due on U. S. Bonds during the year was received. We did not test-check or confirm the other receipts nor in any manner extend our examination of cash receipts beyond the amounts recorded on the books. We examined all endorsed checks cleared by the banks during the year.

In our opinion, the accompanying statements of receipts and expenditures present fairly on a cash basis the recorded transactions of the Middle States Association of Colleges and Secondary Schools for the fiscal year ended August 31, 1959.

Very truly yours,

SQUIRES & COMPANY

**REPORT OF THE CHAIRMAN OF THE COMMISSION
ON SECONDARY SCHOOLS****DR. R. D. MATTHEWS**

President Gladfelter, delegates to this convention, and friends of the Middle States Association: Since the Commission on Secondary Schools began its work there has been an interest in doing what needed to be done as economically as possible. Quarters have been furnished without cost; staff members have probably been exploited in relation to competitive situations, and chairmen have contributed much time with no thought of financial return. A definite attempt has been made to resist the pressures of inflation. It has been a losing battle.

It was with great regret that the request for an increase in dues was made. The overwhelming mail vote in favor of the increase was heartening and was interpreted as a vote of appreciation for the attempts to keep expenses down over the years. The policy has always been to provide all our services at the minimum cost to the schools. Where the costs have risen since our evaluation program started, these increases are largely due to factors beyond our control.

The interest in evaluation and accreditation of schools in the area served by the Middle States continues to increase. We arranged evaluations for 47 schools not now on the list and approved the addition of 44. Evaluations were carried out in 74 schools which had been accredited previously. One evaluation was completed in the hill country of India this year. We were fortunate in having a member of the faculty of the University of Oregon, who has had much experience with evaluations in that state, available to serve as chairman of the visiting committee and three other Americans and four Indian educators made up the committee.

The head of the school had had experience as a visiting committee member while studying here during two furlough periods. Oral as well as written comments by the chairman were available to the Commission when it considered this school. The Indian visitors were reported to be favorably impressed with the procedures. The school, the Woodstock School at Mussoorie, was added to the list of accredited schools.

In the fact of many criticisms of secondary schools and their programs, it may be useful to comment on what accreditation has come to mean to our Commission. We believe that a school which is providing a good educational experience for the youth that it serves or is expected to serve should be recognized by being placed on a list of accredited schools. We know there are many good schools which are not on such lists, but we try not to have any schools on the list which are not good schools.

We also know that an institution as complex as a school is likely to have some variation in the quality of its product. We expect, however, that good schools are aware of this variation and develop accurate records and

reports. No one who needs to use these reports should be misled.

Much correspondence is necessary in the Commission office growing out of the many districts which are expanding their school plants to take care of increased enrollments. We are placed in a difficult position because of the time factor involved. Administrators wish postponements of their evaluations because they have been told that a new building is to be built for their schools, a bond issue has been approved, a building is in process of construction, or a building is completed but the faculty is busy with planning for its effective use of the new facilities.

All of these are reasonable explanations for not desiring to carry out an evaluation, but periods of postponements up to five years may be necessary before a suitable time for an evaluation, based on a fairly stable situation, appears. The Commission generally has shown willingness to cooperate with such districts, but only when there is evidence of activity and progress.

The many jointures and consolidations of school districts in most of the states of our Association present another difficulty. The hope of accreditation by the Middle States is sometimes important in the promotion of these consolidations. The process of bringing together several faculties, student bodies and administrations, and producing one school in which work is done that justifies recognition by accreditation is time-consuming and difficult. Often the request for an evaluation is made before the reorganization is complete and the Commission finds it necessary to defer action. This is disappointing to the school, but seems necessary if accreditation is to continue to recognize only good schools.

The work of the office of the Commission is increasing as shown by the fact that 47 new schools were evaluated last year as compared to 23 the year before. Present plans call for 56 such schools to be visited this year. The total number of schools visited last year was 121 compared to 90 in 1957-58. We could not meet the demands of this expanded schedule of visits if it were not for the help of those who serve on visiting committees, state advisory committees and on the Commission. The Association is deeply in their debt.

And speaking of debts, there is one that we can never repay. Dr. Ira R. Kraybill has served the Commission on Secondary Schools, first as a member and then as its Executive Secretary, for many years. Since the beginning of the Commission's activities he has shown great interest and made major contributions. No one who has had any relationship to the work of the Commission on Secondary Schools during the past fifteen years could fail to realize the importance of what he has done. Recently Dr. Kraybill has requested to be relieved of his duties, at least by July 1, 1960. It was with deep regret that the Commission approved the request. We shall long remember the wisdom of his counsel, his patience, his devotion, his sincerity, and his interest.

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS**DR. IRA R. KRAYBILL**

President Gladfelter, ladies and gentlemen: I shall read the list of schools placed on the list this year.

DISTRICT OF COLUMBIA

Joel E. Spingarn High School

MARYLAND

Brooklyn Park Jr.-Sr. High School, Baltimore
Havre de Grace Consolidated School, Havre de Grace
Middletown High School, Middletown
Northwood Jr.-Sr. High School, Silver Spring
South Hagerstown High School, Hagerstown
Ursuline Academy, Bethesda
Walter Johnson Senior High School, Rockville

NEW JERSEY

Don Bosco High School, Ramsey
Glen Rock Senior High School, Glen Rock
Hanover Park Regional High School, Hanover
Netcong High School, Netcong
Pascack Valley Regional High School, Hillsdale
Ramapo Regional High School, Franklin Lakes
St. Cecilia High School, Englewood

NEW YORK

Amherst Central Senior High School, Snyder
Falconer High School, Falconer
Floral Park Memorial High School, Floral Park
Hicksville High School, Hicksville
John Jay High School, Katonah
Patchogue High School, Patchogue
Pittsford Central School, Pittsford
Sacred Heart Academy, Buffalo

PENNSYLVANIA

Big Spring Joint High School, Newville
Columbia High School, Columbia
Conneaut Valley High School, Conneautville
Connellsville Joint High School, Connellsville
Cornwall Joint Jr.-Sr. High School, Cornwall
Delaware County Christian School, Newtown Square
Fleetwood Joint Jr.-Sr. High School, Fleetwood

Hempfield Area Senior High School, Greensburg
Lampeter-Strasburg High School, Lampeter
Millville Joint High School, Millville
New Castle Senior High School, New Castle
Pequea Valley Jr.-Sr. High School, Kinzers
Phoenixville Area High School, Phoenixville
Port Allegany Union High School, Port Allegany
St. Augustine High School, Pittsburgh
St. Paul Cathedral High School, Pittsburgh
Schuylkill Haven High School, Schuylkill Haven
Somerset Joint Jr.-Sr. High School, Somerset
And with great personal satisfaction, the next two:

PUERTO RICO

Academia del Perpetuo Socorro, Miramar
Colegio del Sagrado Corazon, Santurce

FOREIGN

Woodstock School, Mussoorie, India

NOVEMBER 1959

STATE	New schools considered			Old schools							Total		January 1960
	schools considered	schools accredited	schools not accredited	evaluated	considered	accredited	dropped by commission action	by jointure	by resignation	Total considered	accredited	schools not considered	
Delaware	0	0	0	3	6	6	0	0	0	9	6	23	29
District of Columbia ..	1	1	0	1	8	7	1	0	0	8	8	22	30
Maryland	8	7	1	6	13	18	1	0	0	19	25	83	108
New Jersey ..	7	7	0	13	46	59	0	0	0	59	66	151	217
New York ..	11	8	3	13	28	41	0	0	0	41	49	113	162
Panama	0	0	0	0	0	0	0	0	0	0	0	2	2
Pennsylvania .	20	18	2	38	59	96	0	1	1	97	114	295	409
Puerto Rico ..	2	2	0	0	0	0	0	0	0	0	2	3	5
Foreign	1	1	0	0	0	0	0	0	0	0	1	2	3
TOTALS	50	44	6	74	160	227	2	1	1	233	271	694	965

PRESIDENT GLADFELTER: It has been moved by J. Folwell Scull that this convention recognize the distinguished service that Dr. Ira Kraybill has rendered to the Commission on Secondary Schools of the Middle States Association by a formal minute. Is there a second to that motion?

(The motion was duly seconded and carried with a round of applause.)

REPORT OF THE SPECIAL COMMITTEE
ON MEMBERSHIP

DR. ALBERT E. MEDER, JR.

At the 1957 convention of this Association the Special Committee on Membership presented a preliminary report setting forth an analysis of certain aspects of the changing situation in post-secondary education, and making five specific recommendations. The "substance and the principles" of this report were accepted by the convention. Since the report was characterized as preliminary, the committee was not discharged.

At this time it seems appropriate to re-examine the substance and the principles of that preliminary report, bring it up to date, and ask for the discharge of the committee.

One of the recommendations—that the Commission on Institutions of Higher Education formulate and publish a statement on "Standards of Excellence in Community College"—has been carried out. The others were essentially completed when the 1957 convention acted favorably on the preliminary report of the committee. They involved six declarations of policy:

1. That the Association is willing to modify its procedures if necessary. (That hardly seems necessary to state, but we stated it and you accepted it.)
2. That the Association recognize the legitimacy of the Community College. (How we have progressed in two years!)
3. That the Association continue to base membership on evaluation.
4. That the attitude of the Association toward non-member institutions be to assist them to attain membership if they so desire.
5. That proprietary institutions should not be accredited.
6. That the Association continue to require that every institution admitted through evaluation by the Commission on Institutions of Higher Education shall include in its program appropriate emphasis on liberal education.

A review of these recommendations and the background analysis on which they were based reveals no reason for reconsideration at this time.

Two other points were included in the report, both laid over for further consideration. They were:

1. That a third Commission might be established;
2. That some specialized post-secondary institutions that could not qualify for membership through evaluation by the Commission on Institutions of Higher Education might be admitted appropriately through the Commission on Secondary Schools.

Review of these points at this time leads the committee to make the following statements:

1. There is no clear need nor any expressed desire for the establishment of a third Commission. Moreover, it is not at all clear how its field of activity would be defined. The committee, therefore, recommends that this idea be tabled indefinitely.

2. There is no clear basis a priori for determining what type of post-secondary institution, if any, might best qualify for membership through the Commission on Secondary Schools, especially since most technical institutes would certainly qualify, as several have, through evaluation by the Commission on Institutions of Higher Education. The committee, therefore, recommends that this Association authorize the Commission on Secondary Schools to admit after appropriate evaluation post-secondary institutions that either cannot or do not wish to qualify for membership through the Commission on Institutions of Higher Education, provided that Commission consent to the procedure in each specific case.

Since these recommendations dispose of all unfinished items in the preliminary report and on the docket of the Special Committee, the committee presents them as its final report and requests that it be discharged.

Mr. President, I so move.

(The motion was duly seconded, put, and carried.)

REPORT OF THE NOMINATING COMMITTEE

The report of the Nominating Committee was presented by Miss Anne Wellington. The other members of the Committee were Finla G. Crawford, Leslie R. Severinghaus, Frederic K. Miller, and Robert W. Van Houten.

FOR PRESIDENT: WALDRO J. KINDIG, *Principal*, Dwight Morrow High School, Englewood, N. J.

FOR VICE-PRESIDENT: REVEREND LAURENCE J. MCGINLEY, S.J., *President*, Fordham University, N. Y.

FOR SECRETARY: GENE D. GISBURNE, *Vice-President*, University of Pennsylvania, Philadelphia, Pa.

FOR TREASURER: OLIVER MELCHIOR, *Principal*, Scarsdale High School, Scarsdale, N. Y.
(These last two gentlemen are present incumbents in these offices.)

FOR THE EXECUTIVE COMMITTEE, one-year term:

ROBERT L. AMSDEN, *Principal*, Columbia High School, Maplewood, N. J.

THE VERY REVEREND EDWARD B. BUNN, S.J., *President*, Georgetown University, Washington, D. C.

VARNUM H. FENSTERMACHER, *Dean*, Hershey Junior College, Hershey, Pa.

CLARENCE A. FULMER, *Principal*, Wilmington High School, Wilmington, Del.

MITCHELL GRATWICK, *Headmaster*, Horace Mann School, New York, N. Y.

ANDREW G. TRUXAL, *President*, Hood College, Frederick, Md.

FOR THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION, terms expiring in 1962:

STANTON C. CRAWFORD, *Secretary of the University and Dean of the Faculties*, University of Pittsburgh, Pittsburgh, Pa.

CARTER DAVIDSON, *President*, Union College, Schenectady, N. Y.

ELIZABETH GEEN, *Dean*, Goucher College, Towson, Baltimore, Md.

HENRY C. MILLS, *Vice-President*, University of Rochester, Rochester, N. Y.

WILLIAM VAN NOTE, *President*, Clarkson College of Technology, Potsdam, N. Y.

FOR THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION, term expiring in 1960:

REVEREND RAYMOND S. HAUPERT, *President*, Moravian College, Bethlehem, Pa. (to complete the term of Finla Crawford who has retired).

FOR HONORARY MEMBERSHIP ON THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION:

MILLARD E. GLADFELTER, *President*, Temple University, Philadelphia, Pa.

FOR THE COMMISSION ON SECONDARY SCHOOLS, terms expiring in 1962:

THE VERY REVEREND PASCAL F. FOLEY, O.F.M., *Rector*, St. Joseph's Seraphic Seminary, Callicoon, N. Y.

WARREN HELD, *Principal*, Plainfield High School, Plainfield, N. J.

HOWARD ROW, State Department of Education, Dover, Del.

You have heard the report of the Nominating Committee. May I have a motion to accept this report?

(A motion to accept the report of the Nominating Committee was duly made, seconded and carried.)

**REPORT OF THE COMMISSION ON INSTITUTIONS
OF HIGHER EDUCATION**

FINLA CRAWFORD, *Secretary*

The Commission on Institutions of Higher Education has had the pleasure since the Commission last met of welcoming ten new member institutions, whose names have already been announced to you by letter:

Bellarmino College, Plattsburgh, N. Y.
Jersey City State College, Jersey City, N. J.
Moore Institute of Art, Science and Industry, Philadelphia, Pa.
Paterson State College, Paterson, N. J.
Philadelphia Museum College of Art, Philadelphia, Pa.
Puerto Rico Junior College, Rio Piedras, Puerto Rico.
St. Francis College, Brooklyn, N. Y.
St. Joseph's Seminary, Washington, D. C.
Xaverian College, Silver Spring, Md.
York Junior College, York, Pa.

The accreditation of ten member institutions has been renewed since last November, namely:

Elizabethtown College, Elizabethtown, Pa.
Hartwick College, Oneonta, N. Y.
Loyola College, Baltimore, Md.
Manhattanville College of the Sacred Heart, Purchase, N. Y.
Maryknoll Teachers College, Maryknoll, N. Y.
Mount Saint Agnes College, Baltimore, Md.
State Teachers College of Towson, Md.
United States Military Academy, West Point, N. Y.
Wagner College, Staten Island, N. Y.
Yeshiva University, New York City, N. Y.

The Commission deferred action on and suggested measures to strengthen six evaluated institutions, and found it necessary to deny accreditation to three. Twenty-eight institutions presented reports of progress during the year at the Commission's request.

One or more specialized accrediting agencies joined in many of our evaluations to mutual advantage, as they always do when the institution concerned is accredited by them or wants their accreditation as well as ours.

The Chairmen of our visiting teams carry a heavy responsibility for the usefulness of our work. The Commission is deeply grateful to them as we believe the institutions they serve in this capacity are, too. I request your leave to honor them by listing their names in the proceedings. They were, with the academic titles applicable at the time:

- REVEREND EDWARD F. CLARK, S.J., *Academic Vice President*, Fordham University
- EDWARD K. CRATSLEY, *Vice-President*, Swarthmore College
- FINLA G. CRAWFORD, *Vice-Chancellor*, Syracuse University
- STANTON C. CRAWFORD, *Secretary of the University and Dean of the Faculties*, University of Pittsburgh
- President* CARTER DAVIDSON, Union University
- ALFRED D. DONOVAN, *Vice-President in Charge of Student Personnel Services*, Seton Hall University
- President* CALVERT N. ELLIS, Juniata College
- President* DANIEL Z. GIBSON, Washington College
- MILLARD E. GLADFELTER, *Provost and Vice-President*, Temple University
- President* RAYMOND S. HAUPERT, Moravian College
- President* MARTIN D. JENKINS, Morgan State College
- F. TAYLOR JONES, *Executive Secretary*, Commission on Institutions of Higher Education
- President* EDWIN L. MARTIN, Trenton State College
- Dean* MORLEY MAYS, Juniata College
- ALBERT E. MEDER, JR., *Vice-Provost and Dean of the University*, Rutgers University
- President* FREDERIC K. MILLER, Lebanon Valley College
- MOTHER E. M. O'BYRNE, *President*, Manhattanville College of the Sacred Heart
- President* BOYD C. PATTERSON, Washington and Jefferson College
- ARTHUR S. PLATT, *Assistant Dean of Administration*, Rutgers University
- President* WILLIS E. PRATT, State Teachers College at Indiana, Pa.
- CLAUDE E. PUFFER, *Vice-Chancellor for Business Affairs*, University of Buffalo
- President* EDWARD W. SEAY, Centenary College for Women
- Dean* WINTON TOLLES, Hamilton College
- President* ROBERT W. VAN HOUTEN, Newark College of Engineering
- (In the absence of Mr. Crawford, the foregoing report was presented by Dr. Albert E. Meder.)

REPORT OF THE CHAIRMAN OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

DR. EWALD B. NYQUIST

Distinguished Chairman, colleagues on the Commission, ladies and gentlemen of the Association: History remembers few administrators. To double the remote chance that the chairman of the creature of this Association, the Commission on Institutions of Higher Education, would forever be enshrined in the memory of succeeding generations, it has been the custom to demand from him two annual reports. No one else that I know of is asked to dwell twice on the same accomplishments or to repeat the foretelling with clarity, conviction and accuracy the future fortunes of the Commission and accrediting in general.

Most College Presidents I know find it a struggle indeed to produce even one annual report. They evidently do not enjoy composing them because most of the ones I have read are far behind schedule, stereotyped in format, dull and humorless as only archival records can be, and so obediently purposeless, to use a phrase, as to be suggestive of compelled rote performance. So there!

Well, anyway, I have to do two of these. The first one is called for by the Commission at its annual spring meeting in April. It is a record of the accountability the Chairman feels for the charge he is given annually by the Commission to follow out in front, and no more. The time reserved for oral presentation of this report is known on the Commission's agenda as the "penumbra." This is an astronomical term meaning "space of partial illumination." In this connection I am reminded, too, of Margaret Mead's very wonderful observation characterizing Mother's Day as the "annual day of contrition for the previous year's neglect."

The April annual report almost without exception is for the eyes and ears only of Commission members; or, to use a phrase I saw the other day, it is not written on the sunny side of discreet. It is critical of the Commission's practices, procedures and standards where in the judgment of the Chairman these need improvement. It often assassinates the character of individuals and of other accrediting agencies where these have not fulfilled our expectations or have gone beyond them without our permission.

The report is not always one of beguiling modesty. It makes grand and unnerving extrapolations from the fewest facts and unhesitatingly forecasts the resolution of all major issues in accrediting. And as a result, ladies and gentlemen, the Chairman has often been given the consolation by his colleagues that even a stopped clock is right twice a day.

These April annual reports to the Commission are always subtitled. For my annual report last April, my sixth, I went to the theatrical world, armed with slight paraphrase, for the inspiration for the subtitles. They were: "Once More, With Feeling" or "The Inning of the Sixth Happiness."

Undoubtedly, inspired with these references to the theater the Commission was influenced, in planning for this year's convention, to present a brief three-act drama tonight in the Rutland Room. The curtain will go up promptly at 7:30. We will have an open meeting of the Commission to consider and act upon evaluation reports of two typical but fictitious institutions; to consider and adopt an important policy statement; and to present, discuss and adopt unique evaluation plans for three actual institutions. After the session is over we will be open for discussion.

Now, if the Commission acts normally you will be enlightened as well as entertained. It is our sincere trust that you will come to get acquainted on a first-hand basis with your elected representatives and to acquire, thereby, some guilt by association. (You can spell that any way you want.)

I said earlier that it is customary for the Chairman to give titles to his annual reports and that he gives two of them a year. The second one, which is this one, can in view of this year's achievements be appropriately subtitled (and I draw my inspiration from the massed drums of modern Madison Avenue advertising for the automotive industry): "Going Like 60 in '59" or "The only noise you hear at sixty miles an hour is the ticking of the clock."

I mean by these remarks, ladies and gentlemen, that your Commission has not been guilty of that police offense known as "loitering with intent." For one thing, the Commission made sixty-four separate decisions on member and non-member institutions as a result of evaluations, re-evaluations, and the submission of reports of progress made in improving weaknesses previously noted.

As the Secretary of your Commission has reported, we have since last we met accredited ten new institutions. The membership in higher education thus numbers 265 institutions. When I came on to the Commission in 1948 there were 170.

For the fiscal year 1959-60 the Commission will conduct thirty-three evaluations, of which ten will represent non-member institutions. Also, the Commission expects to take action on thirty-five reports of progress, of which four will involve questions of initial accreditation.

I need to report to you that our evaluation schedule through 1961 is absolutely full. As a matter of fact, there is so little room in 1962 for additional institutions to be scheduled for an evaluation that it will be only in cases of extreme unction that others can be accommodated. The demands on the Commission's time are so great that I foresee the early

necessity to review our policies and practices with references to workload, staffing, and financial operations in order to accommodate the many opportunities for usefulness which come our way. Verily, as is said in Chapter XII of the Book of Daniel, "Many shall run to and fro, and knowledge shall be increased."

Your commission has long been engaged in analyzing the characteristics which make for excellence in higher education and has reduced them to writing by publishing descriptions of good educational practice. This last year we set a record for the issuance of new documents on major matters and of new policy statements. Let me review them briefly for you.

1. The first was entitled "Junior Colleges and Community Colleges" (which Dr. Meder referred to earlier). It was subtitled "Suggestions for Faculties, Trustees and Others Interested in Improving or Establishing Two-Year Institutions." This document has attracted national attention, and rightly so, not only for what it contains, but because those contributing to and in charge of the burgeoning growth of two-year institutions in our land need guidance and a sense of direction. Happily, this document provides both. Like Leacock's hero in "Gertrude the Governess" junior colleges in recent years have seemed to ride madly off in all directions.

The standards of development in higher education, like those of scholarship, are responsive to public expectation. Your Commission has unhesitatingly, firmly, and, I hope, nobly committed itself to public statement as to its expectations of the importance, purpose, and standards of junior colleges.

2. A second document which has been issued this past year is one entitled "Graduate Work." It discusses the principles and practices on which good graduate work is based, the effect on the undergraduate program, faculty qualifications, the library, cost of graduate instruction, and so on; and it contains a section on graduate work for teachers.

Here is another area which is developing so rapidly that expansion of graduate work has in too many cases outstripped the concern for excellence and the search in advance for sound criteria to guide new growth. I am reminded, as someone said not too long ago, that "as scarce as truth is, the supply is always greater than the demand."

3. What is sure to be one of the more memorable documents of the Commission is entitled "Conditions and Responsibilities of Employment in Higher Education," which records good practice in matters of staff recruitment and appointment, tenure, academic freedom, salaries and promotion, outside employment, academic loads, and leaves of absence, and all the things that make a College President very happy. Your Commission, perhaps immodestly, thinks so well of this document that it has decided to charge 50c for it. Get it, read it, and believe it.

4. An institution's first Middle States evaluation is sure to be an illuminating experience, exceedingly useful in helping to assess and strengthen its work. So much is at issue in a formal evaluation, though, that colleges are understandably reluctant to ask for one in the early stages of their preparation, when the results would often be of greater benefit to them than later.

The Commission is ready to meet this difficulty upon request by helping institutions conduct wholly unofficial evaluations, the reports of which go only to the college itself and never to the Commission. Full Middle States procedures are employed, but since no question of accreditation is involved there is nothing to generate the tension and lead to the possible frustration unfortunately attendant upon a formal try for Middle States membership. Arrangements have to be made in advance. Details are given in a document entitled "Official Evaluations by Teams of Consultants" for which there is no charge.

5. At the meeting of the Commission tomorrow the Commission will have before it for adoption a document entitled "The Accreditation of Colleges of Religious Communities for Their Own Members." Its availability will be announced shortly in our usual newsletter. I would suggest that those who are interested apply to the Executive Secretary, F. Taylor Jones, for copies for which a nominal charge will be made.

Finally, I am happy to report that within the coming year the Commission expects to publish a document on good practice in the area of extension work. Here, again, we are witnessing a remarkable development and expansion often accompanied by what can be charitably described as shoddy standards.

I am sure that each of you will remember our intense and singular preoccupation in 1956 with teacher education and the claims of a national group of specialized interests in this field, NCATE, for status, recognition and cooperative effort with us. Among other things you directed the Commission to follow some basic principles and policies which had been advanced for your consideration in negotiating a cooperative agreement with NCATE in the conduct of evaluations.

Happily, a working agreement was reached. It was resolved that both the Commission and the NCATE would agree to review their cooperative principles and practices not later than January 1, 1960. I wish to report that your Commission is in the process of doing so.

In general, working with NCATE has been satisfactory. Naturally, as could have been anticipated, there have been weaknesses in the arrangements originally adopted and we anticipate that these will be resolved one by one, as so many have been already. I fully expect by the first of the year that we will have removed our last reservation of cooperating with NCATE.

I wish to dwell for a moment or two on the activities of the National Commission on Accrediting, to which most of our colleges and universities belong. As you have so often witnessed on this platform, I have annually commented upon the National Commission on Accrediting and criticized it for what I considered to be certain weaknesses in its approaches to the problems of accrediting. My angle of vision has often suggested that since the National Commission on Accrediting was not heaven-sent, it surely must have been hell-bent.

This last year the National Commission initiated large-scale discussions of the function and meaning of accreditation. I believe that all colleges and universities have been sent a summary of the proceedings of a conference sponsored by the National Commission held last June on the subject of issues in accrediting in relation to the broad future development of college and university education in this country.

It should be remarked that those who were invited to this conference, with few exceptions, were individuals who had not been intimately involved in the operation of any accrediting agency. In my view this notable characteristic of the participants accounted for the results. The ten conclusions and recommendations adopted by the members of that conference either represent Cloud 9 speculations or reaffirm truths long since discovered and subscribed to by this and other accrediting agencies.

Recommendation 4, for instance, reads as follows: "Accrediting agencies should be invited to consider the possibility of establishing and publishing, or citing, degrees of gradations of institutional excellence within appropriate categories of institutions."

Now, ladies and gentlemen, do you for a moment consider it a possibility that even a specially gifted group of wise men and women could, in the first place, arrive at a rank order of our higher institutions and, in the second place, dare to publish it?

This past October another conference was called by the National Commission, to which were invited two representatives of each of the existing accrediting agencies, both professional and regional. The proceedings of this conference have also been distributed to all colleges and universities. Little new ground was plowed—this is a fact, not a criticism. The conclusions of the previous conference were confirmed, questioned, clarified or firmly rebutted.

I believe it fair to say that all accrediting agencies and all colleges and universities would endorse the initiative taken by any agency such as the National Commission on Accrediting, to concern itself with the improvement of the identification, measurement and evaluation of quality in higher educa-

tion which compose really the process of accrediting, and we should fully support the National Commission in its current concerns with quality.

I would be remiss in closing my report were I not to give public testimony on behalf of four of your representatives who are coming to the end of their time on the Commission. This awesome foursome will be sorely missed in the councils of the Commission. They are Mother Eleanor O'Byrne, President of Manhattanville College of the Sacred Heart, the brilliant and witty lady of our group; Finla Crawford, the distinguished Vice Chancellor at Syracuse University, whose dedication to this Association is unexcelled; Otto Kraushaar, President of Goucher College, whose perceptiveness about the teaching and learning process has illuminated many of our discussions and brightened the records of our deliberations; and John Cranford Adams, President of Hofstra College, whose unfailing good humor, high notions of excellence and devotion to duty will long be remembered.

You as members of the Association owe them a great deal, and so do I.

And so I conclude my report trusting that I have convinced you once again that your Commission on Institutions of Higher Education is a first-rate organization, if only on the basis that the principles of second-ratedness have recently been defined as a twofold nature: Never be the first to do anything as well as it can be done. In short, to be second rate calls for the failure of originality and the absence of excellence.

(A motion to receive the reports of the Secretary and President of the Commission on Institutions of Higher Education was duly made, seconded and carried.)

PRESIDENT GLADFELTER: There remains one report for the morning session. It is to be given by President Robert McEwen, of Hamilton College in Clinton, New York, and is the report of a special committee appointed last year as a result of an address given at this meeting and from this platform two years ago by Frank Bowles, the President of the College Entrance Examination Board. Ultimately such committee was appointed and President McEwen will report on its behalf.

REPORT OF THE STUDY COMMITTEE OF THE ASSOCIATION

DR. ROBERT W. McEWEN

I have the honor, Mr. President, to present the report of a Study Committee appointed by President Gladfelter in the spring of 1959 following action of the Association at its annual meeting in November, 1958. The charge given to the committee was a general one.

At the annual meeting of 1957 Frank Bowles had challenged the Association to re-think its function and present program in the light of the swift changes and pressing demands on education in these years. He made plain that a primary purpose of the Association at the time of its founding was to provide a means of communication and discussion of common problems between the secondary schools and colleges and universities of our region. He suggested that in developing programs of accreditation at these levels of education the Association had found for itself an important function which may have eclipsed that earlier purpose. He suggested that it was possible that the Association might seem to be splitting into two, reflecting the work of its two Commissions.

And so at the 1958 annual meeting the report of a Study Committee inspired by Dr. Bowles' address was presented by Father Ryan on behalf of the committee. Our Executive Committee later determined as a first step in implementing that report to appoint another Study Committee to report to this meeting. They have only themselves to blame if they find, as they will, that many of our recommendations parallel those made by the first committee a year ago.

Your committee met for a day and a half of meetings in early October. Though Father Ryan was prevented from joining us, we were fortunate in having Dr. Paul Shafer, chairman of the first committee, as a member. The committee's membership, selected by the Executive Committee, represented all facets of the membership and concerns of our Association, and every member participated in the lively discussions which underlie this report.

The committee agreed first on a relatively conservative attitude toward any expansion of function of the Association. Educators, like all Americans, have plenty of organizations and an adequate supply of conventions. (And I may say in further comment on the absence of Dr. Crawford, Syracuse and Hamilton being forty miles away, that you just can't hardly get here from there.) We here represent a geographic region, a region having sufficient similarity in the problems faced by our member institutions to justify our coming together and working together.

But we are aware that our institutions of collegiate and university level are also members of state and national associations, and that the same pattern hold for our secondary school members. We saw no virtue, as a committee, in this Association's initiating new committees or commissions or research teams to work on problems already explored by the NEA or the Association of American Colleges or the American Association of School Administrators or the American Council on Education.

The committee further agreed that the Association should not be too modest about its function as an accrediting agency. As Frank Bowles rather suggested in his address here two years ago, is this enough? Well, in our view the Middle States Association has developed a healthy and sound attitude toward that function, seeing its basic purpose as evaluation rather than merely formal approval of minimal standards. We should urge just a bit of self-congratulation on the extent to which we have persuaded both our present and our potential members to find the real value of so-called "accrediting procedures" in the opportunity given a school or college to get down to fundamentals as to its own purpose and goals. The self-analysis within the institution preceding a Middle States team visit is, we believe, a most worthwhile experience. The review of the institution in terms of its own statement of its aims expresses a much more useful and meaningful evaluation than mere checking of endless "objective" items of faculty training, square feet of space, number of library books, and the like.

In the view of our committee, however, we are entitled to only a limited amount of self-congratulation. Shall we say two cheers and not three. We have by no means perfected our procedures and evaluation as judgment can always be improved. We are aware of the tendency to emphasize administrative organization and plant resources in our evaluations, and to examine less carefully the really all-important question of what is going on in the classroom.

Your Study Committee feels that the work of our two Commissions is moving in sound directions, and that it is moving. We believe that accrediting, understood in terms of evaluation, is a most important function of the Association, and a function going far beyond the problems of housekeeping; and I am referring again to Frank Bowles' language of two years ago. The changes in our schools requisite to our times call for continual review of inherited and present definitions of purpose and program. If we do a decent job as an association in evaluating our existing institutions, the experience thus gained can be useful to the new schools and colleges created to meet population growth.

The Study Committee commends and encourages the practice of the Commissions in publishing policy statements, such as the statements to

which Dr. Nyquist has just referred, the statement on the function of trustees in colleges and universities and a more recent document on community colleges. In this way the experience gained by evaluators, members of visiting teams, members of a Commission, in a number of our member institutions can be translated into descriptions of desirable practice, discussion of problems common to institutions which can be of very great help to administrators, teachers, members of governing bodies.

The Study Committee, however, still concurs with Dr. Bowles' point of view and with the thinking of the predecessor committee that the Association, in developing accrediting and evaluation procedures and techniques in the work of the two Commissions, has lost sight of important functions and purposes recognized when it was founded. We agree that it is in danger of becoming two separate organizations reflecting the work of the two Commissions.

It is hard enough to get a College President to think about the problems of secondary schools, and if the work of the accrediting association splits mainly into the work of the Commissions, this is likely to happen. Just in defense—and I think all College Presidents are on the defensive about the craft these days—I'll try to answer some of Joe's jokes by a recent definition I heard, or two. One definition of the College President that I heard is that he is like a little boy who is walking along the top of a high picket fence. He is thrilled to be there, but he is in constant danger of being impaled.

Another definition which I like better is that a College President should have white hair; this will give him an air of distinction. He should also have an ulcer, for this will give him an air of concern. But the concern is necessarily, by the nature of the job, in all of our tasks focused on our own craft, on our own level, and the work of our Commissions tends to encourage this separation right down the middle of our Association.

No other educational group brings together representatives of the several levels of educational institutions. In this forum we can and should be concerned with the continuity of educational experience of the child and young person from the ninth grade, or earlier, through the years of college and university study. We propose no new third Commission. We don't believe the Association should evaluate elementary education. We do feel that secondary and higher education in the region cannot be isolated from the nature and quality of elementary education. We, therefore, would urge on the Association as a major concern the elements of continuity with elementary education as well as the interrelationships of secondary and college education.

Without doubt, a major if not controlling force in establishing this Association was the interest of colleges and universities in the nature and

quality of college-preparatory work done in secondary schools. That was in a time when the college-preparatory work was the almost sole task of the secondary schools. We assume that the Association recognizes that this is no longer true, and that the Association as a whole has a proper concern in the terminal and vocational education given in our region below the college level.

We also assume that we have a major continuing interest in the articulation of the several levels of educational work for those students who go on to college. Since the percentage of our youth going on to college continues to increase (in my personal opinion, to frightening proportions), questions of standards and quality of work become more pressing and are inevitably confused as changing aims for higher education reflect the larger and larger percentage of our youth going on beyond the high school.

These things we all know and their recitation can be excused only by pointing out that the separate work of our two Commissions does not reflect and cannot reflect effectively such broader common concerns which justify the existence of the Middle States Association. If more specific illustration is needed, illustration of points at which the colleges and universities, on the one hand, and the secondary schools, on the other, need a forum for discussion of common problems might be cited.

Committee discussion in our Study Committee identified seven samples:

1. The colleges are rapidly developing new procedures in advanced standing on achievement test data, recognition of work done in secondary school duplicating standard first-year college work. They are beginning to share with each other data on how they handle students, gifted students, most of them, in these matters; how they determine the level of college work for which such students are prepared; what treatment is given them in matters of credit for graduation; reduction of residence requirements or opportunity to pursue more advanced work. That data ought to be available to the secondary schools. The secondary schools ought to know what the colleges are doing in this area.

2. The wide diversity in curriculum at both secondary school and college and university levels has resulted in a situation in which we may be able to test aptitudes, but have a real difficulty in our measurement of expectation of subject field knowledge. Since we honestly don't know whether we can test aptitude without achievement or achievement without aptitude, perhaps I had better put it another way. Is there any possibility of securing better subject matter articulation in such tool skill subjects as English, mathematics, foreign languages? Can the colleges find ways of formulating and stating standards for college admission in such fields in intelligible and useful form,

in such form that the secondary schools can prepare students to meet the standards?

3. One of the toughest problems we face in common is in understanding students' motivation for studying or not studying, for going on beyond the high school or dropping out even before high school graduation. What are the factors in the educational environment, within the individual student, the forces which mold materially a student's development of a desire to know, an enjoyment of study, an appreciation of the satisfactions of intellectual activity? Are there better ways than we've yet found for identifying the student who will not only be able to do good work beyond the high school, but who will want to do it? Some of us suspect that the failure of many of our abler youth to go on to college is not a matter of money primarily today, but a matter of interest. That segment of our population represents a most important national asset in potential trained brainpower, one we cannot afford to waste. What can we do about it?

4. Entrance standards and criteria in the colleges and universities are often stated in the vaguest terms, lest some potentially desirable if slightly off-beat applicant be frightened away. What kinds of questions should the guidance counselors and the parents ask of colleges, questions that rate definite answers which might clarify entrance standards and criteria? Some colleges are now sharing with the secondary schools a "profile" of the most recently admitted class. How useful are these documents and how could they be made more useful to the secondary schools for whom they are prepared?

5. Class rank in secondary school or college or university is often used as one factor in weighing a student's admission to the next level of studies. It seems we cannot even get together on how we figure class ranks. Does it matter? How divergent is common practice among secondary schools on counting in or out the student's achievement in so-called "non-academic subjects," or some other local peculiarity? Should we try to standardize the procedure and practice?

6. Our region is alleged to have a high degree of migration both in and out in the college-going practice of the population. The United States Office of Education may soon, we were told, do a national study of the matter. But if it is a peculiar problem of our region and of New England, should the Association discuss the extent of the problem we face here in the east and see whether our member institutions can do anything toward its solution?

7. The junior college movement has developed rather slowly in our region, but it is developing rapidly now. That development raises problems

in articulation, transfer, both with the secondary schools and with the traditional four-year institutions. Are we adequately aware of the nature of these problems or prepared at all to meet them?

These and similar matters discussed by our Study Committee suggest neither a criticism of the work of our two separate Commissions, nor the need for a third commission as we see it. Rather they seem to us samples of common concerns such as justify the existence of the Association, concerns appropriate for communication between the types of institutions which make up our membership and for discussion and presentation in our meetings.

Our proposal, Mr. Chairman, therefore, parallels that of the predecessor committee of a year ago at many points. We urge the establishment of a Planning and Policy Committee of the Association. The earlier committee report called it an Educational Policy Committee, but we like our wording better. We suggest that such a committee be established for an experimental period of six years. Our thought is that this committee would meet annually as an arm of and reporting to the Executive Committee of the Association. Its function would not be to duplicate the proper and necessary work of the Executive Committee with reference to such problems as the budget, though it might make suggestions to the Executive Committee regarding the topics for discussion at the annual meeting.

The report presented last year specified a committee of ten. Our committee leaves the number and questions of terms of office and appointment and rotation of membership to the Executive Committee. We should strongly urge that one active member of each Commission be asked to serve, even if on a one-year term, in order that the Planning and Policy Committee at its meetings be in close touch with the work of the two Commissions. Elementary education, we feel, ought to be represented on this committee so as to safeguard the concern for continuity referred to earlier in this report.

The report presented by Father Ryan urged a three-day annual meeting of the committee. We would leave the length of its meetings to the experience of the committee as it takes up its work.

We quite agree with the report of our predecessor committee that the committee be empowered to invite persons in possession of information relevant to the committee's discussions to join their deliberations as resource persons.

We are agreed that the problems delegated to our Study Committee are extremely important. The continuing analysis and development of appropriate goals and standards is a necessary task of our member institutions and will become more so in the difficult years just ahead. A dynamic approach and leadership from this Association can have significant effects in meeting these problems in our area.

On behalf of the committee, Mr. President, I submit the following resolution:

RESOLVED, that the President of the Association be asked to appoint a Planning and Policy Committee to implement the recommendations of this report.

RESOLVED FURTHER, that this committee report annually to the Executive Committee its recommendations of policy for the work of the Association, looking especially toward effective articulation of the activities of our two Commissions.

(The motion was duly made and seconded.)

PRESIDENT GLADFELTER: I think we should allow a few minutes for any questions or statements, brief statements, on this very excellent report. It would certainly be undesirable to discuss in its detail or to have extended remarks on any of its implications. Nevertheless, I think the convention should be permitted a few minutes for discussion. Is there any statement or any question or any remarks for or against this resolution?

Father Ryan.

Father Ryan was the chairman of the previous committee, I believe, and also a member of this committee.

FATHER RYAN: Mr. Chairman, I was not the chairman of the previous committee; I was its mouthpiece, to use a familiar term. I assure the membership that it is a coincidence that this microphone is so close to where I am sitting, but it is no coincidence that I am sitting so close to this microphone, because I have had it in mind to make some comment on Dr. McEwen's report and on some relative matters.

Dr. McEwen's report, I think, brings us no closer to the objectives that were in Frank Bowles' mind in 1957. In 1957 as a result of his comments, which I think excited and stimulated our thinking, a committee was appointed. In 1958 that committee reported and another committee was appointed. In 1959 that committee has reported and now we do not call the new body a committee—it is a commission; and we will go on studying these proposals. No doubt this is a worthwhile activity, but it doesn't seem to me at least to be moving us closer to the adoption of practical policies or programs and actions such as, in my view again, are needed in this Association.

If I may, Mr. Chairman, I should like to use the present meeting as an illustration of the difficulties in which we find ourselves involved, sometimes we think inextricably. This meeting has followed the pleasant and unvarying format of previous meetings. Most of the members, as Dr. McEwen suggested, have traveled a good part of Thanksgiving Day to get to Atlantic City, a place which must appear paradisiac to somebody, but not necessarily to all of us. The officers have prepared careful reports and these reports have been

read to us. They have contained the usual measure, highly deserved, of self-laudation, and we have even had the gracious presence and words of fraternal delegates here to add to our sense of self-satisfaction and achievement.

We then have heard the selections of a Nominating Committee appointed by the officers read to us and, as always, we have voted the officers nominated. Then this afternoon we will hear from Mr. Flemming on the relation between the federal government and higher education, a subject which occupies, needless to say, all the thought of the American Council on Education and a good part of the thought of the Association of American Colleges, as I daresay half a dozen of the other national associations in the country.

We will also hear Mr. Beardsley Ruml, which will take the place in our busy lives of having read his book, we not having time to read the book because we have to go to so many meetings.

Now, it seems to me that most of this business, if not every bit of it, could have been transacted by mail. This would have saved, I guess at an odd figure, over \$100,000 to the member colleges of this Association and I daresay that if this report were made by mail it would be possible to cut down the dues of the members instead of raising them. It would also allow a weekend of comparative rest for the busy administrators and also the other members here.

I say, Mr. Chairman, that this represents the difficulty which confronts us and while I do not pretend to know any better than our various chairmen and other officers what the answer to this difficulty is, I should like to propose that the approach to the finding of the solution or even perhaps to the definition of the problem would not be exclusively in the naming of another commission.

I don't know why it would not be useful for the Executive Committee itself to examine the advisability of the annual meeting, or the possibility of meeting every two, three or four years. This, it seems to me, might possibly bring to the surface some of the elements that enter into the problem facing us.

I had thought of putting this in the form of a motion, but since there is already a motion before us I would prefer to leave it in the minds not only of the Executive Committee but of the membership for further thought.

Thank you.

PRESIDENT GLADFELTER: Does any member of the Study Committee wish to make any statement with respect to the observations made by Father Ryan? It is probable that these very items he presents were discussed by the Study Committee.

Is there any other statement on the resolution? If not, are you ready to vote?

(The motion was duly put and carried.)

PRESIDENT GLADFELTER: I should like to read the names of the members of the Study Committee because this membership does represent a distribution of higher education, secondary education and elementary education, as well as one citizen member.

President McEwen, of Hamilton College, acted as Chairman. Other members were: Miss Mary Adams, Assistant Superintendent of Elementary Education in the Baltimore Public Schools; Miss Mary H. Carter, Principal of the Radnor Senior High School, Radnor, Pennsylvania; Mr. Edward Cratsley, Vice President of Swarthmore College, Swarthmore, Pennsylvania; Dr. Richard Folsom, President of Rensselaer Polytechnic Institute, at Troy New York; Mr. Warren Held, Principal of Plainfield High School of Plainfield, New Jersey; Mr. Frank Kille, Associate Commissioner of The State Education Department, New York; Miss Mary Meade, Assistant Superintendent of the High School Division of the Board of Education of the City of New York; Dr. Richard Pearson, Executive Vice President of the College Entrance Examination Board; Mr. Thomas G. Pullen, Jr., State Superintendent of the State Department of Education of Baltimore, Maryland—he was unable to attend the meeting of the committee; Reverend William G. Ryan, President of Seton Hill College, Greensburg, Pennsylvania, who also was not able to attend the meeting of the committee; Dr. Paul D. Shafer, President of Packer Collegiate Institute, Brooklyn, New York; and Mr. Henry T. Toy, Jr., President of the National Citizens Council for Better Schools.

I am sure that on behalf of the Association I say "thank you" to the members of the Study Committee who gave several days to this report, particularly to President McEwen who planned the meeting and wrote the report which was presented this morning.

The afternoon meeting, as your program indicates, will be held in the Chalfonte Hotel. After the afternoon meeting there will be an informal reception in the Lounge, and I call to your attention the evening meeting of the Commissions which are open to all persons attending the convention.

If there is no further business, this meeting is adjourned.

(Whereupon, at 12:30 o'clock p.m., the convention was recessed to reconvene at 2:30 o'clock p.m.)

AFTERNOON SESSION

(The meeting was opened at 2:30 o'clock p.m. by President Millard E. Gladfelter.)

PRESIDENT GLADFELTER: Ladies and gentlemen, we will have the addresses by Secretary Flemming and Mr. Ruml, and then a discussion by Dean Schilling and Chancellor Tolley, following which we will welcome questions or discussion from the floor.

In February of this year Harpers Magazine carried an article by William S. White entitled "Arthur S. Flemming, A New Breed of Civil Servant." I will read several paragraphs from this article because I think they serve best in this introduction.

"For years Flemming has been associated—in three administrations—with a great clutch of alphabetical agencies without losing (a) an understanding of the English language in Washington's general slide into bureaucratese and (b) an awareness that the highest-minded of public service programs cannot exist unless some non-administrative characters get elected—and re-elected—by millions of voters who may not know a status symbol from a salami sandwich or a balanced school curriculum from the ace of clubs. . . .

"Art Flemmings how know to organize work and men, to manage well by seeming to manage little. They have a degree of objectivity and operational skill that we have rarely known before. They possess the odd talent of getting things done collectively. How, I do not quite understand; it seems to have something to do with relaxing in the hard stretches and bending the back in the easy times. They are prudent and thrifty with human material; they know that money in itself is not very significant. If they think in uncomfortably cool terms (and to me they do), they also create no foolish and pointless discord, no mere partisan yowlings like cats on a back fence. They are, I think, fair-minded men. They are trying hard, and with some success, to bring an order into the essential disorder of our government."

Arthur Flemming's experience as a journalist, as a university President, and a member of at least fourteen federal agencies, commissions and boards concerned with the conservation and utilization of human resources give him indeed appropriate identification with an audience of the Middle States Association.

I am pleased and honored to present a member of the Cabinet of the President of the United States, the Honorable Arthur S. Flemming, Secretary of the United States Department of Health, Education and Welfare.

Mr. Flemming.

(Applause)

THE HONORABLE ARTHUR S. FLEMMING: Dr. Gladfelter and friends: I am very happy to have the opportunity of being here in order to participate in this program and I appreciate very much Dr. Gladfelter's generous introduction.

I have often heard about the annual conventions of the Middle States Association of Colleges and Secondary Schools, but this is the first opportunity that I have had of participating in one of the programs of this Association; and I am certainly very happy to have such an opportunity.

I feel that our nation is indebted to this Association for the leadership that you have provided in the field of education down through the years. As one who has been associated with the field of higher education, I am one of the beneficiaries of this leadership; and I am glad to have the opportunity of expressing my personal appreciation to you for what you have done.

I am also grateful for the privilege of participating in one of your programs during the term of office of your President, Dr. Gladfelter. As a former member of the Board of Trustees of Temple University I have been able to observe the manner in which he has taken advantage of the opportunities for service that have been presented to him in the field of higher education. On the basis of these observations it is my conviction that our nation is fortunate that he decided to dedicate his life to the field of higher education. His election to this office is a well-deserved recognition of what he has done not only for this Association, but for the entire field of education.

I am delighted to be able to discuss with you briefly some views that I hold relative to the federal government's responsibilities in the field of higher education. I am convinced that the federal government must and will play an increasingly important role in the field of higher education. I am also convinced that higher education must play an increasingly important role in influencing the federal government's course of action if the federal government is to discharge its responsibilities in such a manner as to strengthen rather than to weaken our colleges and universities.

First of all, then, let us take a look at some of the things that in my judgment the federal government must do in order to discharge appropriately its responsibilities in the field of higher education. First, I believe that the

federal government must take the lead in seeking to obtain agreement on national goals for higher education as well as agreement on what would constitute a fair share of these goals for government at all levels and for private individuals and groups.

As a federal government we haven't made as much progress in this direction as I would like to see made. Some excellent staff work has been done by Commissioner Derthick and his associates in the Office of Education. We now need to share this staff work with organizations outside of the government. This will be done.

In addition, I believe that we could be helped a great deal by bringing into existence an advisory group made up of educational statesmen and other outstanding leaders of the life of our day. Such a group could not only help identify and obtain agreement on goals, but they could also be of great help in suggesting practical steps for the achievement of these goals. We are actively exploring the possibility of bringing such a group into existence.

Agreement on national goals in higher education as well as agreement on fair shares of these goals for government at all levels and for private groups will attract, in my judgment, additional support for higher education. Taxpayers and contributors alike will have a much clearer idea of how the funds they are making available are helping to make and to keep our nation strong. This will provide them with the incentive for a sustained effort designed to make it possible for our institutions of higher education to take full advantage of their opportunities for constructive service.

In the second place, I believe that the federal government must broaden the partnership that it has developed over the years with the field of higher education. The members of this Association do not need to be reminded of the fact that the partnership is already a significant one. Citizens generally, however, are not aware of its significance. They are not aware, for example, of the major role that the federal government plays in making resources available for the conduct of research. This role is so great that there are some private institutions of higher learning that are receiving more than half of their current operating income from the federal government. Likewise, it seems to me, our citizens generally are not aware of the extent to which the passage of the National Defense Education Act has broadened this partnership.

I believe, however, that this partnership must be broadened still further by making it possible for the federal government to provide assistance to all institutions of higher education in the construction of all types of academic facilities. If we do not put such a program into effect now, we will be called upon to put into effect crash programs to take care of sharp increases in

enrollment. Such programs will be far more costly in the long run. They will provide substandard facilities that will have to be replaced as rapidly as possible.

We presented as an administration such a program to the last session of the Congress. It is a program that would make it possible to provide assistance to all recognized institutions of higher education, both private and public. I recognize that there are those who believe that such assistance should be restricted to public institutions of higher education. I respect this point of view, but I do not agree with it. I believe that the most serious problem confronting our nation today and in the years that lie ahead is a shortage of qualified manpower. If this problem is to be solved we will need to use the resources of all institutions of higher education. Each college or university is a part of a tremendously important national asset. The federal government's programs of assistance should be available, therefore, to all. It is not justified in offering to strengthen some institutions and not others. Some will decide not to accept the offer. This, of course, is their privilege. They should be given the opportunity, however, of making such a decision, it seems to me.

I hope that the Congress will act favorably on the proposal that we have placed before it. If it does, it means that the federal government will be facing up to what I believe is a very important part of its total responsibility to the field of higher education.

In the third place, it seems to me that the federal government must recognize its responsibility for helping to maintain the freedom of our academic communities. There is no question in my mind but that this freedom must be maintained if our institutions of higher education are to make the maximum possible contribution to the strengthening of our nation. Any policy that undermines this freedom is a policy that weakens our nation. This means that as the federal government provides assistance to our institutions of higher education it must at all times exercise restraint and never subscribe to the point of view that he who pays the fiddler has the right to call the tune.

When, for example, the federal government has made a grant to a college or university for a research project, it should permit the institution in question to conduct the project without any interference on the part of federal officials. Before the grant is made the government has the right to assure itself that the project is sound and that the institution is capable of handling it in a satisfactory manner. But once the grant has been made it should give the institution complete freedom.

I know that in some instances the federal government will discover that

its confidence has been misplaced. These instances, however, will be few and far between. It is far better for such instances to occur than to compromise in any manner the freedom of the academic community. There is no short-term objective that is worth achieving if the long-term effect is to undermine the freedom of the academic community.

If these and other objectives are to be achieved by the federal government, those who are active participants in the field of higher education must plan an increasingly important role in bringing the federal government to the place where it accepts its responsibilities in the field of higher education. Likewise, the field of higher education must play a major role in determining how these responsibilities are to be discharged once they are accepted.

I believe, in other words, that the future of higher education depends to a very considerable degree on the willingness of the total community of higher education to participate in political action. In so doing the community will simply be recognizing the fact that the federal government is not something apart. All who are a part of the community of higher education are also a part of our nation's government. What group is in a better position to provide leadership to the rest of the nation as we face up to our responsibilities in the field of higher education?

The academic community must be more effective, it seems to me, in the realm of political action if the federal government is to take a really effective lead in obtaining agreement on national goals, and if the federal government is going to broaden its partnership with institutions of higher education by providing assistance in the construction of all types of academic facilities.

Also, I believe that the academic community must recognize that eternal vigilance expressed in the form of political action is the price that must be paid for the freedom of the academic community. Such vigilance would have defeated the loyalty affidavit provision when it was first proposed as an amendment to the National Defense Education Act; and certainly such vigilance would have resulted in the passage by the Senate of the bill calling for the elimination of that provision from the Act.

I think it can still be eliminated. If this is to happen, however, it will call for political leadership of the highest order, the type of leadership that will make clear to the citizens of this nation that this provision is unnecessary and that it does weaken rather than strengthen the academic community. The Executive Branch has testified in favor of the repeal of this provision and we will continue to do so.

Such vigilance also, it seems to me, is required during those formative periods when the nature of federal assistance to institutions of higher education is being determined. There is no question in my mind, for example, but that aid for construction of academic facilities presents much less of a

temptation to impose federal controls than would be the case if the federal government began to make grants to the current operating budgets of institutions of higher education.

Also, I believe that such vigilance is required in determining when offers of federal assistance are to be accepted and when they are to be rejected. I do not believe, for example, that institutions of higher education should accept such offers when they have the effect of creating an imbalance in the educational program of the institution.

And certainly such vigilance is required in order to prevent conditions being attached to grants of assistance by either the Executive or Legislative Branch that have the effect of compromising the freedom of the academic community. When proposals of this kind see the light of day the community of higher education should immediately participate in effective political action in an effort to have them set aside at once.

The opportunities that will confront the higher education community over the next ten years will be greater than at any other time in our history as a nation. I am convinced that the federal government, by recognizing its responsibilities to the nation as a whole, can become an increasingly effective partner with our institutions of higher education, with the end in view of enabling them to take full advantage of their opportunities. I am likewise convinced that this can be done in such a way as to strengthen rather than weaken the concept of academic freedom.

I look forward to working with you and your associates in the field of higher education as we move toward the achievement of common objectives. Please feel free at all times to give me the benefit of your suggestions.

(Applause)

PRESIDENT GLADFELTER: Thank you very much, Dr. Flemming.

If freedom and diversity are to be safeguarded in America it is necessary for us to protect the interests of private as well as public institutions. For many years Beardsley Ruml, who holds an undergraduate degree from Dartmouth College and an earned doctorate from the University of Chicago, has given thought and utterance to important movements in American higher education as well as economics through documents and proposals, many of which, indeed, were intended for the advancement of higher education.

Because of his direct association with large companies and financial enterprises, his statements have received special attention. Indeed, his active association with the profession of teaching at the University of Chicago has been subordinate to his corporate and mercantile experiences.

Today, he is presented not as the author of "Tomorrow's Business,"

which was published in 1945, or "The Manual of Corporate Giving," published in 1952, or "Teaching Salaries Then and Now," published in 1955; but rather as the co-author of a recent important and provocative book entitled "Memo to a College Trustee."

We welcome him to this platform; because of the distinguished citizens in America who have spoken on behalf of the teacher and public and higher and private education Beardsley Ruml's name stands prominent.

Mr. Ruml.

(Applause)

MR. BEARDSLEY RUMI: Mr. Chairman, Mr. Secretary, ladies and gentlemen: I have been asked to speak this afternoon to the subject "Perpetuating Private Higher Education in America." I assume that this subject which has been assigned to me is intended to raise a question, a doubt, an uncertainty, as to whether our private colleges and universities can serve in the future a necessary and appropriate educational purpose. I also assume that the difficulties that are foreseen stem from the vastly increased numbers of students that will be seeking higher education, the access of public bodies to taxation of an ever-increasing national income, higher standards and higher costs, and perhaps even an increased emphasis on the professional as against the liberal in education, an emphasis not easily met by a private institution that does not have support of public funds made available by public demand.

The statistics commonly available certainly forecast important changes in the nature of higher education both public and private. There is a reasonable basis for accepting the vast quantitative change in the numbers of young people of college. But there are also substantial uncertainties, as, for example: Will the private institutions become more selective in terms of quality of preparation and the public institutions less so? Will there be a large development of the two-year college in the public area? Will the private colleges and universities organize their teaching programs so that transfer at the beginning of the third year will become more common and more efficient? Will certain of the so-called prestige colleges abandon the first and second years altogether and become senior colleges with a third year and an advanced degree?

There will be many experiments, especially in the private institutions, and fortunately so. A number are already underway. The public institutions have less freedom of curriculum planning. For one thing, the certifying agencies are far more influential with taxpayers than they are with alumni; and so the private institutions have an easier road to free and responsible

innovation, a chance for more brilliant advances and also for more unreported mistakes.

There are two other trends of a statistical character that have not been so widely discussed. The first is the proportion of college students entering higher education between now and 1965, say, whose parents were themselves, one or both, college graduates. I will not try to predict what the effect of this will be, but it will certainly have much to do with the student's basic motivation and with the choice of the preferred institution of higher learning.

My guess would be that it would produce a reaction against vocationalism, possibly against exploitative competitive intercollegiate sports, probably for more adequately organized travel and instruction at home and abroad, in the countries of Europe and the Far East, possibly more attention to the adequacy of the curriculum and the quality of instruction, and thereby less to mere proliferation, and to minor odds and ends of research.

The second statistical projection of major relevance to higher education is one that deals with probable changes in family income. One such projection has been made by the research staff of the National Planning Association. It is only a few months old and although it has not been published it has been made available to the subscribers to a projection service that the National Planning Association has organized. I am a Trustee of the NPA and the figures come to me in that capacity. I have not asked permission to disclose them, since I felt that I had a duty to give you any important relevant information that seems to me reasonably reliable.

There is no need to present the full table and the full projection. I give you only two selected pairs of statistics, one comparing the percentage of family income over \$10,000 after taxes between 1956 and an estimate for 1965 and the other, family income after taxes between \$7,500 and \$10,000 for the same period. The projected estimates, like all estimates, are subject to a margin of error; how much, you must decide for yourself. Nevertheless, they are estimates honestly and competently made and, in my opinion, can be taken as a guide to overall policy.

For 1956 the percentage of families with income after taxes of over \$10,000 was 8.2%; for 1965 the projection is 15.8%. Keep in mind that this is income after federal income taxes at present price levels and applicable to a much larger number of families. With respect to income after taxes between \$7,500 and \$10,000, the percentage in 1956 was 11.4% and the projected percentage for 1965 is 17.8%.

These figures indicate that the number of families that can afford higher education for their children five years from now is much greater than it was three years ago. This does not mean that this higher income will neces-

sarily be used for this purpose. It does mean that if higher education is in the same or greater demand parents and their children will be freer than ever before. There will be less dependence on scholarships and other financial aid; differential tuitions will be far less important; distance from home will not loom so large; the availability of part-time employment will be less urgent.

I do not want to imply in any way that the financial problem of getting a higher education will have been solved, but only certain existing coercive pressures will be substantially reduced. This healthful situation means that the choice of many parents and their children for an institution of higher education will be determined more by non-economic factors than it was three years ago. The balance is turned slightly in favor of the private college and university, but to realize this advantage they must deserve it. Cost is not the only or indeed the most important factor in determining the institution of one's choice.

The private higher educational institution, whether college or university, urban or rural, must in the end justify a hope and an aspiration. Mere ivy will not be enough, nor will a sprawling program of intercollegiate athletics, nor will uninformed alumni promotion. In the end what is required is an educational program that is respected by the decisive elements in secondary education and by conspicuous examples of alumni performance.

Here we come to the inescapable test, the quality of the faculty and the leadership of the faculty. The quality of the faculty depends on so many intangibles, leadership, tradition, location, and the like, that there is an easy tendency to push aside the difficult and measurable tangibles. These measurable tangibles are workload and pay. Workload refers to the number of hours in institutional assignment per week and to the number of weeks of required residence in the course of a year. Pay means just about what it says, but account must be taken of common fringe benefits, insurance and annuity provisions, free tuition for children, rents below the market rate, and a few other minor but welcome items such as discounts on books or perhaps free transportation to accepted scientific meetings.

The level of compensation—let us talk about taxable take-home pay for the sake of easy comparisons—must be judged from two points of view: first, equity to the existing members of the faculty by internal and external collegiate standards; and, second, by the long-term effect of levels of compensation on the quality of personnel available for the teaching staff.

From the point of view of equity, the greatest injustice comes to the professors of longer service. The younger and more mobile members of a faculty move on if they get better offers, and this results in scale adjustments all along the line. The necessary money usually comes from increased tuition

or from new organized pressure on alumni and friends; and now we have colleges individually and in association making appeals to business corporations.

The long time problem of obtaining teaching personnel of high quality from future generations cannot be solved by the minor adjustments to meet present competition and flagrant inequity. The erosion of the level of academic salaries has gone on for so long that we have lost perspective. We do not compare the academic salary with other opportunities, as does the young student in his years of decision, whether in college or even in high school.

We have come to believe that a salary of \$10,000 to \$15,000 is very good for a good professor, but we do not take into the picture the earning possibilities of a good lawyer, doctor, engineer, publicity man, vice presidents in charge of accounting, sales personnel, and so on. However, a professor with a salary of \$30,000 and an agreeable way of life has a reasonable income by today's standards. As a matter of fact, in my opinion, a range of \$20,000 to \$30,000 for the professorial rank for a work week of ten teaching hours and a year of thirty-six weeks would meet present requirements for attracting the qualified young for the academic posts of the next generation.

The members of the faculty as individuals are the point of direct educational influence on the student in classrooms, in the laboratory, in the study conference. They are the critical element in the educational program, and except for compensation they have been given the honor and facilities that are appropriate to their high and essential function.

But the members of the faculty as individuals must be distinguished from the faculty as a body. In the faculty as a body an institutional framework and power is brought into being that serves badly the chief purpose assigned to it, namely, the design and administration of a liberal curriculum.

The faculty as a body is not competent to make the judgments and evaluations required to design a curriculum in liberal education. The individual members of the faculty are for the most part chosen as specialists in departmental subjects, and as a result both of knowledge and personal interest each is a special advocate, necessarily and desirably so. A collection of special advocates cannot be expected to be a repository and a voice of judicial wisdom.

The character and quality of the curriculum is directly, but, of course, not exclusively affected by the balance of power within the faculty's specialized departmental structure. The departmentalized structure gives a prevailing and powerful vocational bias. It stimulates recruiting and the offering of highly specialized content courses attractive to a highly specialized student constituency. Too often the dominant motivation is to advance and protect the professional status of the department and its subject matter, not the liberal education of the student.

The result is that the curriculum is of low quality judged by any standard by which one would evaluate an authentic liberal educational program, wisely founded on today's past and projected as best can be into today's uncertain future. It is of low quality judged by the high individual teaching competence of most members of the faculty, since they do not look to teaching performance for professional advancement for they are rarely so judged.

As a result, in part, of present practices controlling the design and administration of the curriculum, a most serious general problem facing the private educational institutions is the prevailing low level of academic salaries. This is a matter to which trustees must give their profound attention in meeting their charter responsibilities.

The trustees may respond that they would like to see a drastic increase in academic salaries, but, they say, "Where is the money coming from?" The plain fact is that new money is not needed in anything like the amounts presently estimated. Many of the necessary funds are already at the disposal of the institution or can be made so, but they are being dissipated through wastes in the curriculum, wastes in methods of instruction, wastes in administration, and in the use of property and plant.

There are three rough indicators by which the trustees, the administration, the faculty and friends of the private educational institution can get a working idea of its overall efficiency. A higher level of efficiency means better faculty compensation and all that goes with it. It also gives the potential for a teaching program that will turn out better graduates, although this can never be measured and will depend on influences outside the curriculum that mere efficiency does not touch.

These indicators are:

1. The ratio of students to members of the faculty;
2. The average number of hours per week that members of the faculty are engaged in lecturing, classroom or laboratory instruction;
3. The relation of aggregate faculty compensation to tuition income.

The ratio of students to faculty can vary within a wide range and is a matter of curriculum planning and curriculum administration. The idea that the lower the overall ratio of students to teachers the better the quality of instruction is sheer fantasy, although widely believed. Even the assumption that the lower the ratio of student to teacher in particular subjects the higher the quality of instruction has never been substantiated.

By the moderate use of the lecture and lecture-discussion methods wide latitude is given for seminars and even for authentic tutorials. For a college of 800 or more students an overall ratio of 20 to 1 can be shown to be reasonable as an educational standard and, of course, it is much more efficient than the practice prevailing today.

One of the great, perhaps the greatest, bits of American educational folklore concerns a log, a student and Mark Hopkins. The notion seems to have had its origin in an "Address to Williams College Alumni" in New York on December 28, 1871, given by James A. Garfield, a Williams graduate and later to be elected President of the United States. The text of Mr. Garfield's remarks on this point boiled down to their essence is as follows:

"Give me a log, but with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus and libraries without him."

Mr. Garfield's intention in making this vivid statement was, as he says: "I am not willing that this discussion should close without mention of the value of the true teacher." So be it.

President Garfield has long since become only a name and a shadowy memory, but Mark Hopkins, his log and his student live on, not only a bench mark for the value of the true teacher, but also a romantic picture of the essential college at work and used to validate the most extreme measures of teaching method, curriculum organization and management of student-faculty ratios.

It is not to be denied that James Garfield on one end of a log as a student and Mark Hopkins on the other as his teacher provided the basis at least for a rich liberal education. But let us take more than a snapshot of this picture. How could it move along in time? How many hours a day do you think that Mr. Hopkins and Mr. Garfield could sit on that log, how many days a week, how many weeks a year, all from the point of view of the most desirable educational use of the time of Hopkins, Garfield and the log?

Make your own judgment; I will give you mine. I feel that one hour a week would have made possible all the questioning, guidance and exposition of subject matter that teacher and student could profitably use. In spite of Mr. Garfield I feel sure that in addition to the log there would have to be a reading room with a well-selected library and some place for the student to sleep and some place to eat.

But on this schedule of one hour's teaching as the basis for one week's learning it is clear that Mark Hopkins, if he had the strength of body and the will to teach, could take responsibility for two hours of instruction in the morning and for two hours in the afternoon, this for five days a week and for thirty-six weeks a year.

But this is too heavy a schedule for Mark Hopkins, namely, twenty hours of teaching a week, although it can still be found in some of our institutions of higher learning. Furthermore, the educational process would be improved, I personally believe, by putting Mark Hopkins in the middle of the log and a student on each end. This would make for a little discussion, a chance for

the clarification of what otherwise might be misunderstood, and, above all, an organized opportunity for communication between equals, the two students, under the supervision of the master, Mark Hopkins.

Now see what we have accomplished. We have reduced Mark Hopkins' teaching time to ten hours a week; he is still the faculty for twenty students, the 20 to 1 ratio we have been hearing about. This year the tuition at James Garfield's college is \$1,100 a year. So if the alumni of the college and its friends will provide the log and keep the grass cut—and oh, yes, also the reading rooms and the selected library—and if the students will pay for their own board and room, the usual expectation, then the tuition will all be available as compensation to Mark Hopkins, namely, \$22,000 a year.

Many of you will agree with me that this is still too low today for compensation of a teacher of Mark Hopkins' talents. However, we can meet this problem by taking on three associate professors at \$15,000 and raising the student body from 20 to 80. Mark Hopkins can then be paid \$30,000 and he can pay \$12,000 to a secretary-registrar and give her a bonus of \$1,000 at Christmas time.

The number of hours spent on the average by members of the faculty in direct teaching of students in formal groups is an essential figure in the calculation of a college teaching program. This figure should range between individual requirements of eight or a little less to twelve or a little more. A good working average probably lies between nine and ten, thereby giving an overall weekly requirement for instruction, preparation and conference of about thirty-six hours. It must be remembered that a 36-hour working week is not excessive, especially for a 36-week year, and that other hours are available for reading, writing and conversation with colleagues.

A third highly important indicator is the ratio of total faculty compensation to tuition receipts. It is desirable, however, that the trustees, after examining the record for a period of years (the last ten at least), should set a goal percentage which will be something to shoot at. Whether the figure be 70% or 80% or 90% of tuition income, as long as it is somewhat higher than recent experience it will serve important purposes in the operation of the college.

If as a practical matter the trustees can look to the achievement of a 100% ratio in a reasonable period of time, it is a goal worth setting. It will be a stimulus to effort and planning by all who are associated with the college: trustees, administration, faculty, alumni and friends. With 100% of tuition going to faculty compensation it can then be said that every dollar paid by a student for tuition goes into direct faculty instruction. It means that the non-tuition income—from trustees, the alumni and friends of the

college, the endowment and extracurricular activities—is sufficient to pay for the costs of administration, library, building maintenance, and other overhead charges. In other words, the college has provided the setting for the student's education; the student pays only for his instruction.

The weakness of the private college and university today and the measures that must be taken to give them the strength they badly need require a change in the conventional management of the overall program of most of these institutions.

The Board of Trustees has, in fact, final responsibility under its charter for the educational program as well as for the property of its institution. Having final authority and responsibility, it also has accountability for an educational performance it is willing to defend to the state, to the national and local community, to donors of property, to parents and students, to the individual members of the faculty who have committed themselves and their families to an educational and intellectual program as their way of life.

The trustees, therefore, must take back from the faculty as a body its present authority over the design and administration of the curriculum. The trustees must take back this authority not because the trustees as a board are able to exercise it better than can the faculty as a body, but since the Board of Trustees does, in fact, have the final authority and accountability it must find, adapt, invent or create a new and suitable instrument through which the curriculum and methods of instruction may better contribute to the cause of education.

This new instrument may be the office of the President itself, reoriented, supported and held responsible for adequate curriculum performance. Or the new mechanism may be a reoriented, revitalized and strengthened Committee of the Faculty on the Curriculum. Or perhaps a new Council for Educational Policy and Program, including members of the faculty, the administration and the trustees should be created.

What is needed is a break with traditional institutional history, plus the assurance that every individual member of the new mechanism is knowledgeable as to the means and ends of liberal education and dedicated personally to the objective of forming his particular institution so that it may make its appropriate contribution to that purpose.

In the successful discovery and support of the organizational mechanism for authority over the curriculum best adapted to the traditions, personnel and potential resources of their own institution, the trustees will by example safeguard and magnify the contribution of all private educational institutions of higher learning to the public purpose of promoting the cause of education.

(Applause)

PRESIDENT GLADFELTER: Our purpose in asking the next two speakers to come and discuss these excellent papers that have presented some of the issues that are in our minds was to invite them to broaden the base somewhat and probably fill in some areas for our thought and questioning which could have been omitted.

The first of these is from the Pennsylvania State University. Any community and commonwealth is blessed when it has at least one scientist who can discuss and evaluate with intelligence courses in the humanities, the social sciences and professional education. Of course, many attempt it without invitation, with an unwilling audience, and no measurable positive or negative result. But in Pennsylvania, and even beyond its borders, a physicist and a dean of a graduate school speaks as intelligently and as impassionately of the course titled Education 111, the teaching of elementary arithmetic, as he does when describing Course 222, the kinetic theory in electrical phenomena in gases.

He is the Dean of the Graduate School of the Pennsylvania State University, Harold K. Schilling, and he will discuss these papers first.

(Applause)

DR. HAROLD K. SCHILLING: In response to a suggestion from President Gladfelter I should like to make my contribution to our discussion by commenting on an aspect of our general subject which the speakers have touched on only lightly, one that is, in my opinion, of critical importance now; and I refer to the problem of financial aids for students.

It involves three difficulties. First, many of us feel there still are not enough student aid funds available to enable our youth of superior ability to enter college and remain there without undue financial worries until they have earned one or more degrees. There are still very many, many youth for whom adequate aids are not now available.

Second, present methods of dispensing such funds as are now available are inexcusably inefficient. And third, there now exists, in my opinion, no adequate educational philosophy regarding student aids.

Consider the bewildering picture the inquiring prospective student faces: the vast array of different kinds of aids, such as cash and tuition scholarships, grants and loans, and at the graduate level fellowships, teaching, research and counseling, assistantships and internships with stipends, and all sorts of part-time jobs. Consider the intense competition which exists among institutions, the many foundations and industrial organizations and government agencies offering aid to whom the student may apply, the range of stipends, the variety of provisos governing awards, the proliferation of forms,

the innumerable announcements, the many date deadlines, the tricky tax problems, and so on.

Consider also the equally disconcerting prospect facing the counselor of the student. He needs a veritable library on student aids, and what he must remember and call to the attention of applicants lest some advantageous opportunity be missed is downright frustrating. And what he must do in preparing recommendations, administering or arranging for competitive examinations, working out ratings and rankings called for, is by no means inconsiderable.

Consider, finally, what the college or university faces, especially at the graduate level: the intricate proposals it must often make to donor agencies, the special bookkeeping and subsequent audits, and so on.

Even experts can hardly keep up with all of this, let alone students. But the worst of it is that many students lose out completely in the grand shuffle.

Recently I was bemoaning this to a group of fellow graduate deans, and all I got out of them was still more groans and a prediction that within two or three years things would be ten times as bad as they are now and unmanageable, unless something drastic is done about it very soon.

It is most gratifying, I am sure, for all of us that the number of student aids is increasing rapidly, especially since some of us think we are very far from having enough now. But unless we can somehow simplify our system, the very increases we want will cause the whole structure to break down.

Therefore, let me make a suggestion. (Suggestions seem to be the order of the day.) Perhaps we could get rid, lock, stock and barrel, of the present system of differentiated and proliferated scholarships and fellowships as now conceived. Why not simply have grants-in-aid, tailored to the student's individual needs? And why couldn't all donors—private, industrial and governmental—pool all their student aid resources much as is done in a unified welfare fund campaign?

Why couldn't there be established a national—not necessarily governmental—student aid agency or bank, if you please, which would receive and then disburse all such funds to institutions directly?

In this utopia I am dreaming of good colleges and universities—that is, accredited ones if that may be synonymous—would be assumed to be honest and unselfish and thoroughly competent to assess the ability and financial needs of applicants for admission and aid. Each college would certify realistically in advance how many students it expected to admit and would then receive a financial allotment based on actuarial analyses of probable student needs.

His financial needs would be studied after admission to determine how

much aid he should be granted in the form of an unconditional subsidy and/or loan. After registration the college would notify the student aid bank that it had admitted a certain number of students for whom a certain amount of aid money was needed, and would get the money forthwith.

Simple, isn't it? But why not? Certainly it would eliminate much needless perplexity, anxiety and competition; greatly reduce needless duplication of effort and expense on the part of everybody concerned. Furthermore, it would get us down to real fundamentals because the basic question then would be simply: How much financial aid does the student need? And that aid he would get promptly and continuously as long as he made good.

Moreover, this might in the aggregate cost less administratively than the present *laissez-faire* disorganized multiple-agency system; and, if so, more money would be available directly for student aid.

As all of you are aware and as even I am aware, certain details would, of course, have to be worked out, such as how institutional allotments should be made; or how society's need for highly trained personnel in specific fields and professions could be met; or how students of very superior ability or achievement could be given relatively more recognition and support. But I am confident that these and other problems could be solved much more easily under a simpler system such as I have proposed than they are now.

Before we can have any real success in this area, however, we shall have to develop a rationale for student aid: what kind of aids are best for which students; when, for instance, loans are indicated rather than gifts or subsidies. Should we expect students to enter upon their careers with debts? To what extent should the resources of parents be taken into account in planning student aid? What about married students? How ascetic or abstemious a way of life should we demand of our students? When should the student work part-time? Are yearly grants more desirable and effective than, say, grants covering a whole four-year period? To what extent are the competitive elements of our present system desirable?

Basic to my plea are two assumptions and desires. First, no student competent to go to college should be deprived of that opportunity by poverty and, second, the aid he needs should be forthcoming promptly and with a minimum of red tape and waste.

While this scheme may not be the best one possible, something with similar simplicity is desperately needed. Things are going to get out of hand otherwise. Let's spend some money studying this matter more systematically than we have. Let's get some of our best minds to work on it.

At any rate, why shouldn't this influential association take cognizance of this problem formally and call for or itself initiate study and action with regard to it?

Please, ladies and gentlemen, the problem is not unimportant, is it? It is one we must get to work on, isn't it? And as for my particular scheme, it is not altogether wild-eyed and crazy, is it?

(Applause)

PRESIDENT GLADFELTER: I will now call upon the Chancellor of one of America's large and important private universities, an active participant in the associations and commissions that are concerned with quality and excellence in private institutions of higher education. Through his contributions to bodies like the Association of American Colleges, the American Council on Education, and the university department of the Methodist Church, he has merited the respect and attention of his fellow educators throughout America.

I am pleased to present a member of this Association, the Chancellor of Syracuse University, Chancellor Tolley.

(Applause)

DR. WILLIAM P. TOLLEY: I have no manuscript and I feel a bit like Mr. Murrow does on his "Person To Person" show now when he introduces drunken Irish poets, because in this day of TV scandals to be unprepared and not to have a rehearsal and not to have a manuscript is a sign of virtue, although perhaps I would be more comfortable if I were less virtuous.

I have nothing to quarrel with in the magnificent statement of Secretary Flemming. I agree heartily that the question today is not whether the federal government should have a role in American higher education, but what its precise role should be. And I think we were all heartened by his statement that the federal government must and will play a more important role in American higher education.

Secretary Flemming did not give us any figures to indicate the magnitude of the present program, but I think we are all increasingly aware of the extent to which many departments of the federal government are very deeply interested in supporting various phases of education at all levels. The cost at the current time is about \$2 billion per year, of which about \$813 million comes from the Veterans Administration, \$490 million from Secretary Flemming's department, almost \$400 million from the Department of Agriculture, \$90 million from the Department of Interior and \$69 million from the Department of Defense.

Of the roughly \$2 billion spent on education, approximately half is spent on higher education and the balance is distributed \$650 million for elementary and secondary, about \$130 million in research and educational

institutions (Elliott Richardson says this is plus \$150 million), some \$30 million in medical research facilities, \$87 million for adult education, and \$50 million in international education.

I was disappointed that Secretary Flemming didn't make any specific comment on the National Education Defense Act of 1958. I am not sure that this would add to our consideration of future policy because there is no point in looking backward, but I think some of us were distressed that the grants in the language program seemed to favor those institutions that discovered the language shortage after the colleges did; and that the number of major problems requiring support seem to be put on one side in what for all practical purposes was to us a crash program and tied to national defense rather than to the needs of education as a long-term national policy.

We were all heartened by his comments on the loyalty oath requirement. I think the chief significance of the discussion on the loyalty oath is the revival of fears of federal dictation of policy, but I am sure that this provision can be repealed and it is comforting to know that the White House and Secretary Flemming's department agree with the point of view of the rest of us that this is not necessary, not desirable, should be changed.

I was impressed also by the emphasis that Secretary Flemming gave to a major program of academic facilities. There are a good many needs that colleges could spell out in terms of federal support: ROTC facilities, for example; the full cost of research programs which are now being heavily subsidized by many colleges and universities. But certainly if we had to take one single element of need that represents the least danger of federal control and the greatest single benefit to the college world, it is the development of some kind of Hill-Burton formula for college facilities construction.

Our building program is far, far behind schedule. From 1946 to 1958 all institutions of higher education spent only about \$3½ billion for new facilities, and that was broken down to about \$500 million private and about \$2,900 million public institutions. Now, if you divide this 13-year period into the \$3½ billion, you have less than \$300 million per year, whereas actually needs as indicated by all the study committees and formal groups analyzing the program were hopeful that the building programs would be in excess of \$1,300 million and now they have revised their figures upwards to between \$1½ billion and \$2 billion per year. So that actually over the past thirteen years we have fallen farther and farther behind in terms of the need for physical facilities.

We have done nothing as yet about tomorrow's needs and the sharp increase in enrollment, of course, is just beginning to hit us. I found myself wondering whether this crash program—that you recognize, Secretary

Flemming, will be both more expensive and more wasteful—isn't inevitably coming simply because of the delay in any forward planning and the delay in actual progress toward building the facilities that have to be here within the next two or three years.

The brightest spot from the point of view of the college world as a whole is in housing, but here again all that we have succeeded in doing is provide new modern and safe dormitories for our students in residence, our single students in residence. We have done hardly anything at all to provide for the growing percentage of married students. We have done nothing at all for the explosion of enrollment that is due now in the next five and ten years, and beginning almost immediately.

I was impressed at a recent housing meeting in Washington by the statement of a director of housing for one of the large universities in Indiana that she had built trailers this summer because they were back to crash emergency programs for their married student housing.

Frank Sparks, of the Council for Financial Aid to Education, thinks that the needs in terms of new facilities total \$11½ billion by 1967, and that is starting now. John D. Long and J. P. Black, Jr., in a study for the American Council on Education, came out with an almost similar figure, \$12 billion as a minimum and \$15 billion as an optimum figure. E. B. Hollis, of the U. S. Office of Education, says that we need \$12 billion for new facilities, \$12 billion to replace the temporary and wholly obsolete buildings, and perhaps as much as another \$8 billion for equipment, land, site development and utilities; and so he comes out with a staggering total of \$33 billion.

I don't think we should be frightened by the magnitude of these totals. I am sure Secretary Flemming isn't. Business spends \$30 billion annually for expansion of its facilities, and in a period roughly comparable to the 13-year period that I cited for the colleges, 1947 to 1958 instead of '46 to '59, American business spent \$291 billion for new facilities.

The Federal Highway Act, which is a period from '57 to '69, will cost the federal government \$24,800,000,000; and even the GI Bill, which is history and which we all appreciate, cost the staggering \$14 billion.

It would be very helpful, it seems to me, in a period of transition, when the shape of future educational policy in the federal government is far from clear, if American higher education could speak with a united voice and if we could get substantial, if not unanimous agreement that a federal program for academic facilities, following something like the Hill-Burton formula, is not only in order but is a critical need.

Now, turning to Mr. Ruml for a moment, we are all indebted to him for a singularly provocative and interesting statement. I would say that I liked

very much his beautiful phrase "free and responsible innovation" and also the unreported mistakes, Mr. Ruml.

When he said that the non-economic factors may be less important in the future because of the higher percentage of families with \$10,000 after taxes or \$7,500 after taxes, I found myself with just a small amount of skepticism because of the rapidity with which tuitions in privately endowed colleges are rising. It seemed to me that even though the family income is rising rapidly the tuition charges are rising still more rapidly and, therefore, there is a very serious economic question.

I think on the credit side of the National Education Defense Act that the move toward loans is wholly good, Secretary Flemming. If we are willing to go in debt for cars, if we are willing to go in debt for houses and for refrigerators and television sets, I don't see why we shouldn't go in debt for something that has such tremendous intrinsic as well as real value as education.

I found myself in substantial agreement with Mr. Ruml that a ratio of 1 to 20 is not an unreasonable ratio. There certainly is nothing sacred in a faculty-student ratio of 1 to 10 or 1 to 5. I was dean of a small college where we had a ratio of 1 to 7. I was President of a college that saw its ratio go from 1 to 12 to 1 to 16 and became a better college each succeeding year. Certainly in terms of the excellence of the program you find very little correlation between the student-faculty ratio and the quality of the educational program.

On the hours and salaries, I suspect most of us would agree that if one had to teach ten hours a week, thirty-six weeks a year, and could have a salary of \$20,000 to \$30,000 a year, this would be a substantial improvement over the present situation. I suspect, however, that you were talking primarily about colleges rather than universities because we find at the university level that the people in the \$20,000 bracket prefer to teach only three hours and will under duress teach six hours.

If we can agree on this ratio of 1 to 20, this is a substantial gain and it may be that we are the only two people in the room that do agree that there is nothing wrong with this ratio.

I think we also ought to agree that administrative officers need to give much more attention to the problem of academic efficiency, and this means that, first of all, there should be a higher efficiency in the use of facilities. This is a problem that we have left all too often to overworked registrars without any whiphand authority over the academic deans or the department chairmen or the members of the faculty. And a careful inventory of the extent to which our buildings are used and a rescheduling of classes and a matching of class size with available classrooms would make for a very substantial increase in efficiency.

When he talks about higher efficiency in the use of faculties, I also find myself in agreement that we have an endless proliferation of courses, both in small and large institutions. We could cut a third of our courses without substantial loss to the quality of the program. And, of course, when you have a proliferation of courses the result is that you have far too many under-enrolled courses. You have too many courses where there are seven students or eight students or nine students, where there could just as easily be twice or three times that number.

I agree also that where teachers use the lecture method (and some teachers that I know know only the lecture method) and use it well, and they lecture skillfully, then there isn't any reason why they shouldn't lecture to a large group rather than following the present practice of lecturing three times a week to classes of twenty. There is a tremendous amount of waste in all of our institutions in this respect.

One point that Mr. Ruml did not make here today but did make in his book is that too many of our buildings were not designed for the proper use of lectures and the proper use of audio-visual aids and all the other impedimenta that improve instruction in large lecture groups. I use that in the Latin sense, not in any invidious sense; but I am sure we all know that where you can plan new buildings and can take advantage of the opportunity to design a most effective lecture room for 150 or most effective lecture room for 300 or even for 450, that you can get a result in terms of communication between teacher and students that you can't possibly get in a room, let us say, that has a flat floor as this room does. That is, for a group of this size we could have much better communication if we had a room properly designed for the instructional problem.

I am always a doubting Thomas and I found myself wondering whether Mr. Ruml's proposal doesn't call for vastly more endowment and vastly greater current gifts from alumni and from corporations than the private colleges now have except for perhaps possibly a handful of them to support the program that he has recommended. I read his book with a great deal of interest and a deep sense of appreciation. I sent it not only to all my trustees, but to all our deans and directors of programs. We talked about it at the meeting of administrative deans up in the mountains before school opened.

I asked Mr. Ruml before he began to speak whether he wrote the last chapter of that Memo as well as the first. He quoted from the first chapter in his speech here today; he did not quote from the last chapter. As I read the Memo, if you will forgive me, Mr. Ruml, I had a feeling that it was like the month of March: it came in with the roar of a lion and went out like a lamb. As he said here today, the trustees have the power under the charter. Therefore, they can move in and take over the curriculum problem. And so

trustees who read that first chapter said, "Aha, this is where I move in." But when they read the last chapter they sighed with a sense of resignation and said, "The Lord giveth and the Lord taketh away."

I think Mr. Ruml has put us all in his debt by focusing attention on one problem only, which is faculty salaries. You can't actually in anything as complex as education focus attention on one aspect of the problem without being charged, and charged fairly, with oversimplification. And I think perhaps the only quarrel I have with Mr. Ruml is that he takes the same dim view of invisible costs of education that he does to Mark Hopkins and his log; and my experience in administration has been that educational costs are a good deal like the iceberg: not all the ice is visible above the surface of the water.

Actually, if you want a rough figure, the invisible costs—library costs which go up steeply and will go up still higher if we go to a four-course program which I think we should, because the more time you expect the student to spend in the library, the more you've got to spend on library services—administrative costs, including library, secretaries, travel, telephone, supplies, graduate assistants and paper readers, buildings and grounds and science equipment (and no one here has any illusions about the low cost of the demands of our science department for equipment)—the central administrative services, the student services—and you may not like them, but you can't get rid of them, Mr. Ruml, and they continue to grow—your health services, your counseling services, the dean of men, the dean of women, the reading classes, the psychological services, the foreign student advisors and all the rest of it—these are, roughly, equal to the direct instructional salaries.

I have gone over budgets for a good many years and I don't see any other way than to say as a rough approximation that direct instructional salaries and the invisible costs roughly another 50% or another balancing amount.

I am sure that to get the salary levels up to the figures that you talked about tuitions by private colleges in the south and middle west would have to be more than doubled. I don't think they would have to be increased that much in the east.

You did not say anything about the quality of education because this was not what you were addressing yourself to, but I know that as we have debated some of these issues with members of the faculty we have been surprised—perhaps not surprised, but we have been pleased to discover that the faculty members are primarily interested as officers of privately endowed institutions in the search for excellence, in anything that contributes to the quality of higher education. And even if we improve the efficiency of facilities

and the efficiency of our staff, we are still going to find, Mr. Ruml, that good education is expensive.

(Applause)

PRESIDENT GLADFELTER: Thank you, gentlemen.

We now have a few minutes for questions from the floor. If you will, please, mention your name so that it can be included in the record and mention the person to whom your address your question.

MEMBER: Mr. Flemming, one of your virtues has been cutting through red tape. You have just gone through giving thousands of checks to colleges and you have done it very expeditiously under the defense loan system. I would like to suggest that you can do the same thing on your housing and if in the future we have educational buildings coming under that program you can do the same thing and save the government and the participating institutions millions of dollars.

SECRETARY FLEMMING: I appreciate the comment very much and I appreciate the suggestion. Of course, as you know, at the present time the housing program is not a part of our department. However, if the kind of proposal that we have made to the Congress should be accepted by the Congress, we should have responsibility for handling the program for assistance in the construction of academic facilities; and I can assure you that we will try to deal with that in the same way that we have tried to deal with the loan program.

MEMBER: (Question directed to Secretary Flemming)

SECRETARY FLEMMING: I think I might restate the question for the benefit of all who could not hear. The question is whether or not the forgiveness feature, which now applies to persons who borrow money under the National Defense Education Act, and who go into teaching in the elementary and secondary schools, is apt to be extended to the field of higher education.

MEMBER: Private schools.

SECRETARY FLEMMING: At the present time it does not extend at all to the institutions of higher education. Does your question relate to both elementary and secondary and higher education or just to the private schools?

MEMBER: To the private schools.

SECRETARY FLEMMING: At the secondary level?

MEMBER: Yes.

SECRETARY FLEMMING: I'll take that phase of it and then I'll take the one that I thought you were addressing to me. This is a case of having had

a particular question addressed to you a good many times and assuming that this is the one that is coming to you at this particular moment.

I'll take them together and say that my own personal feeling is that the forgiveness feature should be extended to persons who go into the field of teaching, private or public, at the higher education level or at the elementary and secondary level.

(Applause)

MR. DAVIDSON (Union College): I would like to ask Mr. Ruml if he feels that his model formulas for the colleges of 800, 1,200 or 3,000, and so forth, are applicable only to liberal arts programs or would those apply also to professional programs. For example, we have tried to apply the formula in a heavily scientific program with a great deal of laboratory work, but we just can't find enough with the small groups that will take care of the laboratories for a heavily scientific program.

MR. RUMML: My feeling is that I think they probably apply to the liberal arts component in the university. I know that some of the law schools, and the good ones, do even better than the model and, of course, it's no secret that the Harvard Law School has been a very efficient operation for twenty years or more.

You get shocked a little bit by the medical schools. Even the deans themselves seem to feel that the need is for more attic space, not for more laboratory space; and some of the ratios are fantastic beyond all belief.

The engineering schools I really don't know very much about, except that I think that the tendency which exists today (may be gone tomorrow) of a more liberal approach toward the sciences will help somewhat in the engineering situation. In other words, some extraordinary figures as to how much of our present knowledge in the physical sciences is less than twenty years old—and this gives you quite a shock when you think that maybe if you go into engineering you'll be out of date in twenty years if you don't have the interest and the facilities of keeping informed and want to do so.

I think that every professional school will have to make its own model, but I think that much can be done by extending the principles of the model and getting away from tradition of the elementary school and the high school class as being the appropriate vehicle for education and recognizing that the well-conducted lecture with the proper facilities is satisfactory.

And there's a place Mr. Flemming can help tremendously because a good building with three lecture rooms in it of different sizes, let us say 100, 200 and 300, will earn more than a dormitory. I mean that you can afford to borrow money to build a building of that kind.

I've gone around to see the lecture facilities in some of my own colleges

and they're really very poor—well, they're not bad, but I should say B—would be the grade.

I don't know whether I've talked around your question or not, or talked to it.

PRESIDENT GLADFELTER: Secretary Flemming would like to comment.

SECRETARY FLEMMING: In response to Mr. Ruml's suggestion that the federal government can certainly be of assistance when it comes to construction of academic facilities, you gathered from my opening comments that I agree with that completely and I feel, for example, in the area of the medical school the federal government is following I won't say a shortsighted policy but a policy that it seems to me is very difficult to defend.

We do make funds available, as many of you in this room know, for medical research facilities, but under the law we are not privileged to make funds available for medical teaching facilities. That's the present legal situation. We have tried on three different occasions to get that authority broadened so as to include teaching facilities, and so far have not succeeded. I hope that we can succeed in this session of Congress. It seems to me it's pretty difficult to construct a building and to draw a sharp line between research and teaching, and I am sure many of you have found it rather difficult in dealing with us on this particular problem.

PRESIDENT GLADFELTER: Is it not true that even these funds must be used for structures that will be used for new research, that you can't move established research into them?

SECRETARY FLEMMING: Yes.

MR. RALPH MURRAY (Elmira College): I should like to ask Mr. Ruml if he has given any consideration not only to proliferation of courses, but also to proliferation of subject matter. For example, are all of the colleges trying to do too many things? Let us take languages, for example. Russian now is being considered by a great many small institutions for being included in the curriculum, including Elmira College; and we already teach four languages for our student body of 675.

When you add this large number of languages to your curriculum, is there anything you can do other than teach very small classes? Should we as colleges be considering the same kind of policy that the Southern Regional Association has considered, say, in its medical schools where some of us will teach Russian and some of us will teach Italian and some German, and so on?

PRESIDENT GLADFELTER: You would include English, too!

MR. MURRAY: I have to admit that that is a foreign language to some.

MR. RUMML: I'm not sure that I completely heard the full question, but I get quite discouraged when I try to think of numbers under 800 and I get

particularly discouraged when I see the offering of courses that should have been completed in the high school as credit courses in college.

I think that the smaller college will have to go collegiate, and I think it's going to be able to. One of the great advantages in this country is the advantage of independent experimentation and independent decision or responsibility-taking that is possible in the various institutions in the states of Iowa, Wisconsin, Illinois—you only have to mention the states to get the vision of the institutions and what they can do.

Most of them have real estate. I'm sorry you started me talking because I'm going to talk another minute about the very great opportunity that the urban institution has, whether private or public, in adapting its program to the needs and opportunities and whatnot of the urban student. The four-year college is not a necessity for an urban student. He can go for six years if necessary to earn his way, and the "earn" can be tied into the curriculum and is being done, as you know, in some of the urban institutions.

It's a pattern, so far as I know, that didn't exist thirty years ago or forty years ago. Maybe it did, but I certainly didn't know it. You see it coming along today. It's the clinical method in medicine being applied to every phase of the liberal curriculum.

PRESIDENT GLADFELTER: Even though that answer was not on the question I'd give it in A. I think Mr. Ruml probably didn't hear the question. The Secretary would like to comment on it, too.

SECRETARY FLEMMING: Dr. Gladfelter, I wasn't going to comment on this question. Before the meeting closes I did want to comment on one point that Chancellor Tolley made. He made reference to the National Defense Education Act and he said he was a little sorry I hadn't talked more about that Act. Of course, I felt that so many people had talked about the National Defense Education Act, particularly the various titles, that possibly it would be better for me to identify certain issues that I feel confront us at the present time.

But the way in which Dr. Tolley referred to the National Defense Education Act does in my judgment identify a very fundamental issue which should give concern to all of us who are associated with the field of higher education. He referred to the label that has been attached to the Act and then he also referred to the fact that the Act, shall we say, provides for miscellaneous help and assistance to the institutions of higher education.

I think it is a rather sad commentary that it took Sputnik to produce an Act that in order to get passed it was felt should carry the label of the National Defense Education Act, and it seems to me that to a considerable

extent that is a reflection, Dr. Tolley, of what I would call our lack of political action as members of the community of higher education.

I think that if we had been organized more effectively and had been dealing more effectively in the realm of political action that the federal government would have been providing assistance at least in some of these areas that are covered by the National Defense Education Act long before Sputnik.

But I say that for the purpose of saying this. Let's keep in mind the fact that that is a four-year Act, that it will expire in 1962. All of the authorities contained in the Act will expire in 1962. I suspect that both the federal government and the institutions of higher education are having experiences with some of the titles of that Act that are of such a nature that we will want to see it extended, that is, some of the titles extended; and also we are having experiences that suggest other things to us in terms of a federal government's responsibilities in the field of higher education.

I hope the field of higher education will begin to evaluate their experiences with the National Defense Education Act now, so that as we approach 1961, which is the year we really should come to grips with it, the field of higher education—I won't be as optimistic as to suggest with one voice, but certainly that it will be in a position where it can speak very emphatically on the basis of its experiences and its convictions as to what it thinks should be done in the way of extending some of the titles, strengthening some of the titles and possibly dropping some of the titles, as well as possibly adding some titles.

I hope that when it is extended that it will not be extended as a National Defense Education Act, but that it will be extended as a National Education Act reflecting the convictions of the American people as to the kind of a partnership role that should exist between the federal government and our institutions of higher education.

(Applause)

PRESIDENT GLADFELTER: I am sure your applause indicates that Secretary Flemming has brought this program to indeed a very satisfactory conclusion, and any further questions or discussion would probably diminish somewhat the effectiveness of these very excellent remarks he made.

On your behalf I thank again these four gentlemen who have participated so effectively during the past two hours.

I call your attention to the coffee hour that will be held in the Lounge immediately following this program and you will have an opportunity to meet the Officers of the Association and those who participated on the program.

I now declare this 73rd Annual Convention of the Middle States Association closed.

(Whereupon, at 4:30 o'clock p.m., the convention was adjourned sine die.)

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**An Open Meeting of the Commission**

The Commission held what was probably the first open meeting in its history Friday evening, November 27, to let the Association see how it handles various aspects of its work. The agenda included evaluation reports on two fictitious institutions, created for the occasion because the Commission's relations with actual institutions are confidential, and action on a policy statement concerning appeals from individuals.

Ewald B. Nyquist, Chairman of the Commission since 1953, presided, surrounded by his fellow Commissioners.

Vice Chancellor Emeritus Finla G. Crawford of Syracuse University, who was then the Secretary of the Commission, presented the case of "Damascus College" as chairman of its evaluation team. He described it as a small liberal arts college under religious auspices, typical of many in the Association. The second, "Hilltop State Teachers College," was reviewed by Dean Albert E. Meder, Jr., of Rutgers University, who became Chairman of the Commission the following day.

"Damascus College" was denied accreditation after careful debate, principally because of its vague objectives, minimum faculty qualifications, lack of intellectual creativity, and fragmented curriculum. "Hilltop," which was drawn as a member institution undergoing its periodic re-evaluation, had its accreditation reaffirmed and was requested to prepare a series of progress reports at intervals, as many are.

Both reports dealt almost exclusively with the academic work of the colleges concerned, to illustrate the Commission's conviction that this is where the emphasis should be placed in Middle States evaluations. Visiting teams are being urged to focus their attention on the intellectual work of the institution, viewing organization, administration, plant, and administrative services pragmatically as aids to the educational program rather than as important in themselves.

During the meeting the Executive Secretary read a section of his annual report describing some of the special evaluation plans which are being devised for particular member institutions for whom limited studies in depth or analyses of long range projections are more appropriate than a conventional over-all review. They are proving especially desirable when an institution has already conducted comprehensive and searching examinations of its work, which the Association can help it carry further with the aid of external consultants in areas of primary interest or importance to the institution.

The item the Commission acted upon formally in the open session was

a statement of the Commission's procedure when it receives complaints against member institutions. As revised and adopted, the text reads:

*"The Commission's Procedure on Complaints Against
Member Institutions"*

"The Commission's attitude toward requests to investigate member institutions for reported injustice to individuals depends on the nature of the charges and the evidence offered. Only substantially supported allegations of practices which could seriously retard the 'consistent growth in the educational usefulness' of the institution which the Commission is required by the Association's by-laws to promote are considered. The Commission will not intervene on behalf of individuals, act as a court of appeal in matters of admission, credits, fees, academic difficulty, disciplinary actions and the like, or question failure to reappoint or the dismissal of a faculty member or administrator, unless the context suggests the kind of capricious or unprofessional action which disrupts an institution's educational service.

"If the circumstances do appear to be of this nature, the Executive Secretary reports the results of a preliminary investigation to the Commission or its executive committee for instructions. The inquiry is made confidentially, with the knowledge of and in conference with those who are concerned."

Ewald B. Nyquist, "Joe" to his countless friends, retired from the chairmanship of the Commission at its executive meeting the following day, at his own insistence. The Commission's resolution of appreciation characterized him as "bluntly scornful of the shoddy in education, yet perceptive and patient with struggling human educators: he has won for himself and the Commission through these years of wide-ranging, serious and often difficult decisions the repute of being unfailingly and eminently fair."

Mr. Nyquist continues to be a member of the Commission through the November 1960 meeting, when the by-laws of the Association make him ineligible to serve longer. Members are limited to two three-year terms, unless they are re-elected as officers.

Also at the November 28 meeting Finla G. Crawford, whose retirement in June as Vice Chancellor of Syracuse University ended his eligibility to remain an active member of the Commission, was appointed to a three-year term as Consultant to the Commission. The Association had elected Millard E. Gladfelter an honorary member, on the Commission's recommendation.

COMMISSION ON SECONDARY SCHOOLS

Summary of the Informal Meeting, 7:30 p.m., November 27, 1959

About 250 delegates and friends met in the Vernon Room at 7:30 to discuss questions regarding the work of the Commission on Secondary Schools and the 1960 edition of the Evaluative Criteria.

The Chairman of the Commission reported that the General Committee of the Co-operative Study on Secondary School Standards (now titled "The National Study of Secondary School Evaluation") had approved, in general, the changes reported last year to this group; these changes were reported in the proceedings of the 1958 Annual Meeting. The work of the revision is on schedule and printed copies should be available in June, 1960, by addressing the National Study of Secondary School Evaluation, 1785 Massachusetts Ave., N. W., Washington 6, D. C. Order blanks will be available by April 1, 1960.

Some discussion took place regarding the mileage rate paid to members of visiting committees. The Commission in the past has tried to provide all of its services at the least possible cost and has attempted to reimburse visiting committees on a cost basis. Visiting committee members are paid for the cost of operating a car some additional miles rather than on the cost of buying and maintaining a car. This results in a rate which is sometimes lower than school districts pay when they are reimbursing an employee for the use of his car when owning such a car is required for the regular performance of duties. No member of a visiting committee, including the Chairman, receives an honorarium for services rendered; it is therefore not expected that members will profit financially through their service on the committee.

The group on hearing of the anticipated retirement of Dr. Ira R. Kraybill on June 30, 1960, passed a resolution, without dissent, expressing deep appreciation for the many years of outstanding service which Dr. Kraybill has performed for the Commission on Secondary Schools.

A motion was also made, and unanimously carried, that this group of interested school men and women express their great appreciation to Dr. R. D. Matthews for his leadership as Chairman of the Commission and for his outstanding work as Director of the program of revision of the Evaluative Criteria. On these congratulatory notes, the meeting adjourned.

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LIST OF MEMBER INSTITUTIONS OF HIGHER EDUCATION

JANUARY 1, 1960

THE MEANING AND USE OF ACCREDITATION OF INSTITUTIONS OF HIGHER EDUCATION BY THE MIDDLE STATES ASSOCIATION

Accreditation by the Middle States Association of Colleges and Secondary Schools means that an institution of higher education so accredited has been evaluated by the Commission on Institutions of Higher Education and has been found qualified for membership in the Association, which exists for mutual encouragement and helpfulness in the improvement of educational programs and facilities and the broadening of educational opportunity. Middle States accreditation has two purposes: to help schools and colleges achieve maximum educational effectiveness, and to identify institutions whose competence in the particular educational programs they offer warrants public and professional confidence.

The evaluation of an institution is conceived in terms of an examination of institutional objectives and the success with which those objectives are in fact fulfilled. Qualitative standards are employed in an evaluation. The whole institution, including all instructional and non-instructional activities, is examined. Accreditation is therefore extended to the whole institution. While this accreditation does not necessarily mean that all constituent units of an institution are of uniform quality, it does indicate that when the institution was most recently evaluated every major aspect was satisfactory to the Association and was so organized, staffed, and supported that it appeared likely to remain satisfactory for a reasonable period. The dates at which this judgment was initially and most recently expressed are shown in the annual membership list which follows this page.

Accreditation does not constitute an unqualified recommendation that credits earned toward graduation from an accredited institution be transferred to meet requirements for graduation from another institution. Transfer of credits in any case should be determined by the college concerned in consideration of the objectives of the institution which is to grant the degree and the extent to which credit earned at another institution is appropriate to the articulated program leading to the degree in question. Accredited institutions are presumed and believed to offer commendable educational programs leading to the fulfillment of their own particular objectives. They are not expected to offer work appropriate to the purposes and objectives of all other accredited institutions.

The transcript of an academic record from a secondary school or college should therefore be interpreted in terms of the stated aims of the issuing institution. Since accreditation indicates that in the judgment of qualified observers an institution is in general achieving its objectives, college admissions from accredited schools and transfers from accredited colleges and universities may properly be based largely upon the appropriateness and quality of the individual applicant's record.

When institutions accept students from unaccredited schools or colleges they presumably base admissions on testing and other evaluative evidence in addition to the quality and appropriateness of the applicant's record.

The original list was adopted in 1921, and institutions listed with a first date of that year are charter members of the Association. Engineering schools were first included in 1927, Junior Colleges in 1932 and Teachers Colleges in 1937, and all other professional, technical and specialized institutions in 1954.

The first date after the name of an institution indicates the year of initial accreditation by the Middle States Association. The second date listed represents the year of the most recent reaffirmation of accreditation as a result of a re-evaluation of the institution concerned. If only one date appears, it is the date of initial accreditation.

COLLEGE	LOCATION	HEAD
CANAL ZONE		
Canal Zone Junior College....(1941; 1955)	Balboa	Roger C. Hackett
DELAWARE		
Delaware State College.....(1945; 1957)	Dover	Jerome H. Holland
University of Delaware.....(1921; 1954)	Newark	John A. Perkins
Wesley College	Dover	J. Paul Slaybaugh
DISTRICT OF COLUMBIA		
American University	Washington 16	Hurst Robbins Anderson
Catholic University of America (1921; 1957)	Washington 17	Rt. Rev. William J. McDonald
District of Columbia Teachers College... (1943; 1953)	Washington 9	Paul O. Carr
Dunbarton College of Holy Cross	Washington 7	Sister M. Mildred Dolores
Gallaudet College	Washington 2	Leonard M. Elstad
Georgetown Visitation Junior College.... (1933; 1951)	Washington 7	Mother M. Cecilia Clark
Georgetown University	Washington 7	V. Rev. Edward B. Bunn, S.J.
George Washington University (1921; 1955)	Washington 6	Oswald S. Colclough, <i>Acting</i>
Howard University	Washington 1	Mordecai W. Johnson
Immaculata Junior College	Washington 16	Sister Mary Joan, S.P.
Mount Vernon Junior College.....(1958)	Washington 7	George W. Lloyd
St. Joseph's Seminary	Washington 17	Rev. Edward V. Casserly, S.S.J.
Trinity College	Washington 17	Sister Margaret
MARYLAND		
College of Notre Dame of Maryland..... (1925; 1950)	Baltimore 10	Sister Margaret Mary, S.S.N.D.
Goucher College	Towson, Baltimore 4..	Otto F. Kraushaar
Hood College	Frederick	Andrew G. Truxal
Johns Hopkins University.....(1921; 1958)	Baltimore 18	Milton S. Eisenhower
Loyola College	Baltimore 10	V. Rev. Vincent F. Beatty, S.J.
Maryland State College.....(1937; 1955)	Princess Anne	John T. Williams
Montgomery Junior College.. (1950; 1957)	Takoma Park 12	Donald E. Deyo
Morgan State College.....(1925; 1958)	Baltimore 12	Martin D. Jenkins
Mt. St. Agnes College	Baltimore 9	Sister Mary Cleophas Costello, R.S.M.
Mount St. Mary's College.....(1922; 1953)	Emmitsburg	V. Rev. John J. Sheridan
Peabody Institute	Baltimore 2	John R. Montgomery
St. Charles College.....(1939; 1951)	Catonsville.....	V. Rev. John F. Linn, S.S.
St. John's College	Annapolis	Richard D. Weigle
St. Joseph College.....(1927; 1957)	Emmitsburg	Sister Hilda
St. Mary's Seminary and University.(1951)	Baltimore	Rev. Lloyd P. McDonald, S.S.
St. Mary's Seminary Junior College (1959)	St. Mary's City	May Russell
State Teachers College.....(1953)	Frostburg	R. Bowen Hardesty
State Teachers College.....(1956)	Salisbury	Wilbur Devillbiss
State Teachers College	Towson 4	Earle T. Hawkins
United States Naval Academy.(1947; 1956)	Annapolis	Rear Admiral C. L. Melson
University of Maryland.....(1921; 1955)	College Park	Wilson H. Elkins
Washington College	Chestertown	Daniel Z. Gibson

COLLEGE	LOCATION	HEAD
Washington Missionary College (1942; 1950)	Tacoma Park 12	Charles B. Hirsch
Western Maryland College.....(1922; 1953)	Westminster	Lowell S. Ensor
Woodstock College(1944; 1958)	Woodstock	Rev. Edward J. Sponga, S.J.
Xaverian College(1959)	Silver Spring	Brother Climacus, C.F.X.
NEW JERSEY		
Caldwell College for Women.....(1952)	Caldwell	Sister M. Marguerite, O.P.
Centenary College for Women.(1932; 1952)	Hackettstown	Edward W. Seay
College of St. Elizabeth.....(1921; 1953)	Convent Station	Sister Hildegard Marie Mahoney
Douglass College of Rutgers University... (1921; 1956)	New Brunswick	Mary I. Bunting
Drew University(1932; 1957)	Madison	Fred G. Holloway
Fairleigh Dickinson University (1948; 1957)	Rutherford	Peter Sammartino
Rutherford Campus	Teaneck	
Florham-Madison Campus	Madison	
Georgian Court College.....(1922; 1954)	Lakewood	Sister Marie Anna
Glassboro State College(1958)	Glassboro	Thomas Robinson
Jersey City State College(1959)	Jersey City 5	Michael B. Gilligan
Monmouth College(1952)	W. Long Branch.....	Edward G. Schlaefer
Montclair State College.....(1937; 1958)	Montclair	E. DeAlton Partridge
Newark College of Engineering (1934; 1952)	Newark 2	Robert W. Van Houten
Paterson State College.....(1958)	Paterson 22	Marion E. Shea
Princeton University(1921)	Princeton	Robert F. Goheen
Rider College(1955)	Trenton 9	Franklin F. Moore
Rutgers, The State University (1921; 1956)	New Brunswick	Mason W. Gross
St. Peter's College.....(1935; 1955)	Jersey City	Rev. James J. Shanahan, S.J.
Seton Hall University.....(1932; 1952)	South Orange	Msgr. John J. Dougherty
Stevens Institute of Technology (1927; 1956)	Hoboken	Jess H. Davis
Trenton State College.....(1938; 1957)	Trenton 5	Edwin L. Martin
Union Junior College(1957)	Cranford	Kenneth C. MacKay
Upsala College(1936; 1957)	East Orange	Rev. Evald Benjamin Lawson
NEW YORK		
Adelphi College(1921; 1955)	Garden City	Paul Dawson Eddy
Alfred University(1921; 1953)	Alfred	M. Ellis Drake
Bard College(1921; 1954)	Annandale-on-Hudson	K. Brent Woodruff, <i>Acting</i>
Barnard College(1921; 1947)	New York 27.....	Millicent C. McIntosh
Bellarmino College(1953; 1959)	Plattsburgh	Rev. William Gleason, S.J.
Bennett College(1938; 1954)	Millbrook.....	Donald A. Eldridge
Briarcliff College(1944; 1950)	Briarcliff Manor	Clara M. Tead
Brooklyn College(1933; 1955)	Brooklyn 10	Harry D. Gideonse
C. W. Post College of Long Island University(1955)	Greenvale, L. I.	Richard L. Conolly
Canisius College(1921; 1955)	Buffalo 8	Rev. James J. McGinley, S.J.
City College(1921; 1956)	New York 31	Buell G. Gallagher
Clarkson College of Technology..... (1927; 1956)	Potsdam	William Van Note
Colgate University(1921; 1954)	Hamilton	Everett N. Case
College of Mt. St. Vincent.....(1921; 1956)	New York 71	Sister Catharine Marie
College of New Rochelle.....(1921; 1956)	New Rochelle	Mother Mary Peter Carthy, O.S.U.
College of Saint Rose.....(1928; 1953)	Albany 3	Sister Catherine Francis, C.S.J.
Columbia University(1921; 1947)	New York 27	Grayson L. Kirk
Concordia Collegiate Institute.(1941; 1954)	Bronxville	Albert E. Meyer
Cooper Union(1946; 1958)	New York 3	Edwin S. Burdell
Cornell University(1921; 1958)	Ithaca	Deane Waldo Malott
D'Youville College(1928; 1953)	Buffalo 1	Sister Catherine of Sienna, G.N.S.H.
Elmira College(1921; 1952)	Elmira	J. Ralph Murray
Fashion Institute of Technology....(1957)	New York 11.....	Lawrence L. Bethel
Finch College(1940; 1958)	New York 21.....	Roland R. DeMarco

COLLEGE	LOCATION	HEAD
Fordham University(1921; 1951)	New York 58	Rev. Laurence J. McGinley, S.J.
Good Counsel College.....(1930; 1957)	White Plains	Mother M. Dolores
Hamilton College(1921; 1958)	Clinton	Robert W. McEwen
Hartwick College(1949; 1959)	Oneonta	Frederick M. Binder
Hobart College (Colleges of the Seneca).. (1921; 1953)	Geneva	Louis M. Hirshson
Hofstra College(1940; 1955)	Hempstead, L. I.....	John Cranford Adams
Houghton College(1935; 1955)	Houghton	Stephen W. Paine
Hunter College(1921; 1956)	New York 21	George N. Shuster
Iona College(1952)	New Rochelle	Brother Richard B. Power
Ithaca College(1955)	Ithaca	Howard I. Dillingham
Jamestown Community College.....(1956)	Jamestown	Albert W. Baisler
Jewish Theological Seminary of America.. (1954)	New York 27	Louis Finkelstein
University of Judaism.....(1954)	Los Angeles, Calif....	Simon Greenberg
Juilliard School of Music.....(1956)	New York 27	William Schuman
Keuka College(1927; 1954)	Keuka Park	William S. Litterick
Le Moyne College.....(1953)	Syracuse 3	Rev. Robert F. Grewen, S.J.
Long Island University.....(1955)	Brooklyn 1	Richard L. Conolly
Manhattan College(1921; 1950)	New York 71	Brother Augustine Philip, F.S.C.
Manhattan School of Music(1956)	New York 29	John Brownlee
Manhattanville College of the Sacred Heart(1926; 1959)	Purchase	Mother Eleanor M. O'Byrne, R.S.C.J.
Maryknoll Teachers College (1949; 1959)	Maryknoll	Sister Jeanne Marie
Marymount College(1927; 1955)	Tarrytown-on-Hudson	Mother M. du Sacre Coeur Smith, R.S.H.M.
Mills College of Education.....(1957)	New York 11.....	Amy Hostler
Mt. St. Joseph Teachers College.....(1951)	Buffalo	Sister M. Hubert
Nazareth College(1930; 1956)	Rochester 18	Mother M. Helene
New York City Community College of Applied Arts and Sciences.....(1957)	Brooklyn 1	Otto Klitgord
New York University.....(1921; 1950)	New York 3	Carroll V. Newsom
Niagara University(1922; 1957)	Niagara University ..	V. Rev. Vincent T. Swords, C.M.
Notre Dame College of Staten Island..... (1942; 1956)	Staten Island 1.....	Mother Saint Egbert
Pace College(1957)	New York 38.....	Robert S. Pace
Packer Collegiate Institute....(1932; 1949)	Brooklyn 2	Paul David Shafer
Polytechnic Institute of Brooklyn..... (1927; 1955)	Brooklyn 2	Ernst Weber
Pratt Institute(1950)	Brooklyn 5	Robert F. Oxnam
Queens College(1941; 1955)	Flushing 67	Harold W. Stoke
Rensselaer Polytechnic Institute (1927; 1956)	Troy	Richard G. Folsom
Rochester Institute of Technology..(1958)	Rochester 8	Mark Ellingson
Rosary Hill College(1956)	Buffalo 21	Sister M. Angela
Russell Sage College(1928)	Troy	Lewis A. Froman
St. Bernardine of Siena College (1943; 1953)	Loudonville	Rev. Edmund F. Christy, O.F.M.
St. Bonaventure University....(1924; 1953)	St. Bonaventure	Rev. Brian Lhota, O.F.M.
St. Francis College(1959)	Brooklyn 2	Brother Urban, O.S.F.
St. John Fisher College(1957)	Rochester 18	V. Rev. Charles J. Lavery
St. John's University(1921; 1952)	Jamaica 32	V. Rev. John A. Flynn, C.M.
St. Joseph's College for Women (1928; 1952)	Brooklyn 5	Sister M. Vincent Therese Tuohy, C.S.J.
St. Joseph's Seraphic Seminary.....(1952)	Callicoon	Rev. Pascal F. Foley, O.F.M.
St. Lawrence University(1921; 1957)	Canton	Eugene Garrett Bewkes
Sarah Lawrence College(1937; 1955)	Bronxville 8	Harrison Tweed
Skidmore College(1925; 1957)	Saratoga Springs	Val H. Wilson
State University of New York.....(1952)	Albany 1	Thomas H. Hamilton
Agricultural and Technical Institute... (1952)	Alfred	Paul B. Orvis
Agricultural and Technical Institute... (1952)	Canton	Albert E. French

COLLEGE	LOCATION	HEAD
Agricultural and Technical Institute .. (1952)	Cobleskill	Ray L. Wheeler
Agricultural and Technical Institute... (1952)	Delhi	William R. Kunsela
Agricultural and Technical Institute .. (1952)	Farmingdale, L. I. ...	William A. Medesy
Agricultural and Technical Institute... (1952)	Morrisville	Royson N. Whipple
College of Education (1938; 1952)	Albany	Evan R. Collins
College of Education (1952)	Brockport	Donald M. Tower
College of Education (1948; 1952)	Buffalo	Paul G. Bulger
College of Education (1948; 1952)	Cortland	Donovan C. Moffett, <i>Acting</i>
College of Education (1952)	Fredonia	Harry W. Porter
College of Education (1952)	Geneseo	Francis J. Moench
College of Education (1950; 1952)	New Paltz	William J. Haggerty
College of Education (1949; 1952)	Oneonta	Royal F. Netzer
College of Education (1950; 1952)	Oswego	Foster S. Brown
College of Education (1952)	Plattsburgh	George W. Angell
College of Education (1952)	Potsdam	Frederick W. Crumb
College of Forestry (1952)	Syracuse	Hardy L. Shirley
Downstate Medical Center..... (1952)	Brooklyn 2	Robert A. Moore
Upstate Medical Center (1952)	Syracuse	Carlyle Jacobsen
Harpur College (1952)	Endicott	Glen G. Bartle
Maritime College (1952)	Fort Schuyler, New York 65	Rear Adm. Harold C. Moore
State University College on Long Island (1957)	Oyster Bay, L. I.	Leonard Olsen
Syracuse University (1921; 1957)	Syracuse 10	William Pearson Tolley
Union University (1921; 1957)	Schenectady	Carter Davidson
United States Merchant Marine Academy. (1949)	Kings Point, L. I.	Rear Admiral Gordon McLintock, U.S.M.S.
United States Military Academy (1949; 1959)	West Point	Maj. Gen. Garrison H. Davidson
University of Buffalo..... (1921; 1957)	Buffalo 14	Clifford C. Furnas
University of Rochester..... (1921)	Rochester 20	C. W. de Kiewiet
Vassar College (1921; 1958)	Poughkeepsie	Sarah Gibson Blanding
Wagner College (1931; 1959)	Staten Island	Richard H. Heindel
Webb Institute of Naval Architecture.... (1950)	Glen Cove, L. I.	Rear Admiral Frederick E. Haeberle
Wells College (1921; 1957)	Aurora	Louis Jefferson Long
William Smith College (Colleges of the Seneca) (1921; 1953)	Geneva	Louis M. Hirshson
Yeshiva University (1948; 1959)	New York 33	Samuel Belkin
PENNSYLVANIA		
Academy of the New Church..... (1952)	Bryn Athyn	Rt. Rev. Willard D. Pendleton
Albright College (1926; 1953)	Reading	Harry V. Masters
Allegheny College (1921; 1954)	Meadville	Lawrence L. Pelletier
Alliance College (1938; 1952)	Cambridge Springs ..	Arthur P. Coleman
Beaver College (1946; 1956)	Jenkintown	Rev. Raymon M. Kistler
Bryn Mawr College (1921; 1957)	Bryn Mawr	Katharine McBride
Bucknell University (1921; 1951)	Lewisburg	Merle M. Odgers
Carnegie Institute of Technology..... (1921; 1954)	Pittsburgh 13	John C. Warner
Cedar Crest College..... (1944; 1950)	Allentown	Dale H. Moore
Chatham College (1924; 1957)	Pittsburgh 32	Paul R. Anderson
Chestnut Hill College..... (1930; 1956)	Philadelphia 18	Sister Catharine Frances
College Misericordia (1935; 1956)	Dallas	Sister Mary Celestine McHale, R.S.M.
Dickinson College (1921; 1949)	Carlisle	Gilbert Malcolm
Drexel Institute of Technology (1927; 1953)	Philadelphia 4	James Creese
Dropsie College for Hebrew and Cognate Learning (1954)	Philadelphia 32	Abraham A. Neuman

COLLEGE	LOCATION	HEAD
Duquesne University(1935; 1956)	Pittsburgh 19	Rev. Henry J. McAnulty
Eastern Baptist College.....(1954)	St. Davids	Gilbert L. Guffin
Eastern Baptist Theological Seminary.... (1954)	Philadelphia 31	Gilbert L. Guffin
Elizabethtown College(1948; 1959)	Elizabethtown	A. C. Baugher
Franklin and Marshall College.(1921; 1950)	Lancaster	Frederick deW. Bolman
Gannon College(1951; 1957)	Erie	Rev. Wilfrid J. Nash
Geneva College(1922)	Beaver Falls	Edwin C. Clarke
Gettysburg College(1921; 1954)	Gettysburg	Willard S. Paul
Grove City College.....(1922)	Grove City	J. Stanley Harker
Gwynedd-Mercy Junior College.....(1958)	Gwynedd Valley	Mother M. Bernard
Haverford College(1921; 1953)	Haverford	Hugh Borton
Hershey Junior College.....(1943; 1952)	Hershey	V. H. Fenstermacher
Immaculata College(1928; 1954)	Immaculata	Sister Mary of Lourdes
Juniata College(1922; 1951)	Huntingdon	Calvert N. Ellis
Keystone Junior College.....(1936; 1951)	LaPlume	Blake Tewksbury
King's College(1955)	Wilkes-Barre	Rev. George P. Benaglia, C.S.C.
Lafayette College(1921; 1956)	Easton	K. Roald Bergethon
LaSalle College(1930; 1956)	Philadelphia 41	Brother D. Bernian, F.S.C.
Lebanon Valley College(1922; 1952)	Annaville	Frederic K. Miller
Lehigh University(1921; 1947)	Bethlehem	Martin D. Whitaker
Lincoln University(1922; 1953)	Lincoln Univ. P. O....	Armstead O. Grubb, Acting
Lycoming College(1934; 1950)	Williamsport	D. Frederick Wertz
Marywood College(1921; 1951)	Scranton 9	Sister M. Eugenia
Mercyhurst College(1931; 1955)	Erie	Sister M. Eustace Taylor
Moore Institute of Art.....(1958)	Philadelphia 3	Harold R. Rice
Moravian College(1922; 1957)	Bethlehem	Rev. Raymond S. Hauptert
Mount Aloysius Junior College (1943; 1952)	Cresson	Sister Mary Anne McCue, R.S.M.
Mount Mercy College(1935; 1951)	Pittsburgh 13	Sister M. Muriel
Muhlenberg College(1921; 1955)	Allentown	J. Conrad Seegers
Novitiate of Saint Isaac Jogues(1958)	Wernersville	Rev. Hugh A. Kennedy, S.J.
Pennsylvania Military College.(1954; 1957)	Chester	Clarence R. Moll
Pennsylvania State College of Optometry(1954)	Philadelphia 51	Albert Fitch
Pennsylvania State University.(1921; 1956)	University Park	Eric A. Walker
Philadelphia Museum College of Art ... (1959)	Philadelphia 2	S. M. Benson
Philadelphia Textile Institute.....(1955)	Philadelphia 44	Bertrand W. Hayward
Rosemont College(1930; 1954)	Rosemont	Mother Mary Aidan
St. Francis College(1939; 1955)	Loretto	Rev. Columba J. Devlin, T.O.R.
St. Joseph's College(1922; 1955)	Philadelphia 31	V. Rev. J. Joseph Bluett, S.J.
St. Vincent College.....(1921; 1958)	Latrobe	Rev. Quentin L. Schaut, O.S.B.
Seton Hill College(1921; 1950)	Greensburg	Rev. William G. Ryan
State Teachers College.....(1950)	Bloomsburg	Harvey G. Andruss
State Teachers College.....(1951)	California	Michael Duda
State Teachers College.....(1951)	Cheyney	James Henry Duckrey
State Teachers College.....(1948)	Clarion	Paul G. Chandler
State Teachers College.....(1950)	East Stroudsburg	LeRoy J. Koehler
State Teachers College.....(1949)	Edinboro	Thomas R. Miller
State Teachers College.....(1941; 1955)	Indiana	Willis E. Pratt
State Teachers College.....(1944; 1956)	Kutztown	I. L. de Francesco
State Teachers College.....(1949)	Lock Haven	Richard T. Parsons
State Teachers College(1942; 1955)	Mansfield	Lewis W. Rathgeber
State Teachers College.....(1950)	Millersville	D. L. Biemesderfer
State Teachers College(1939; 1952)	Shippensburg	Ralph E. Heiges
State Teachers College(1943; 1957)	Slippery Rock	Norman W. Weisenfluh
State Teachers College(1946; 1958)	West Chester	H. LaRue Frain, Acting
Susquehanna University(1930; 1954)	Selinsgrove	Gustave W. Weber
Swarthmore College(1921; 1958)	Swarthmore	Courtney C. Smith
Temple University(1921; 1957)	Philadelphia 22	Millard E. Gladfelter
Thiel College(1922; 1956)	Greenville	Fredric B. Irvin
University of Pennsylvania.....(1921; 1953)	Philadelphia 4	Gaylord P. Harnwell
University of Pittsburgh.....(1921; 1953)	Pittsburgh 13	Edward H. Litchfield

COLLEGE	LOCATION	HEAD
University of Scranton.....(1927; 1958)	Scranton 3	Rev. John J. Long, S.J.
Ursinus College(1921; 1957)	Collegeville	Donald L. Helferich
Valley Forge Military Junior College.(1954)	Wayne	Maj. Gen. Milton G. Baker
Villa Maria College(1933; 1956)	Erie	Mother Aurelia
Villanova University(1921; 1950)	Villanova	Rev. John A. Klekotka, O.S.A.
Washington & Jefferson College (1921; 1957)	Washington	Boyd C. Patterson
Waynesburg College(1950)	Waynesburg	Paul R. Stewart
Westminster College(1921; 1951)	New Wilmington	Will W. Orr
Westminster Theological Seminary..(1954)	Philadelphia 18	Ned Bernard Stonehouse
Wilkes College(1937; 1949)	Wilkes-Barre	Eugene S. Farley
Wilson College(1922; 1957)	Chambersburg	Paul Swain Havens
York Junior College(1959)	York	Ray A. Miller
PUERTO RICO		
Catholic University of Puerto Rico.(1953)	Ponce	Rev. Thomas A. Stanley, S.M.
College of the Sacred Heart.....(1950)	Santurce	Mother R. Arsuaga, R.S.C.J.
Inter-American University of Puerto Rico. (1944; 1954)	San German	Ronald C. Bauer
Puerto Rico Junior College(1959)	Rio Piedras	Ana G. Mendez
University of Puerto Rico.....(1946; 1955)	Rio Piedras	Jaime Benitez

LIST OF ACCREDITED SECONDARY SCHOOLS

JANUARY 1, 1960

Inclusion on the List of Accredited Secondary Schools of the Middle States Association of Colleges and Secondary Schools means that the secondary school has been evaluated using the procedures and materials as directed by the Commission on Secondary Schools. Reports of this evaluation are considered by State Advisory Committees and by the Commission. The names of schools whose reports have been considered acceptable by the Commission are included on the List of Accredited Secondary Schools.

It is recognized that all phases of the programs of accredited secondary schools are not of uniform quality. It is believed by the Commission on Secondary Schools that work done in accredited schools can be accepted without question when the objectives of the receiving school are similar to those of the sending school, or if the objectives for the program of the student are similar in the sending and receiving schools. Higher institutions accepting graduates of accredited schools are expected to accept the responsibility for determining whether the quality and nature of the graduate's program is appropriate in terms of the program to be followed in the higher institution.

Schools are accredited according to the procedures of the National Study of Secondary School Evaluation. Questions concerning evaluations should be addressed to the Commission on Secondary Schools, 3446 Walnut Street, Philadelphia 4, Pennsylvania, and necessary materials should be ordered from the National Study of Secondary School Evaluation, 1785 Massachusetts Ave., N. W., Washington 6, D. C. An order blank will be sent upon request.

(The date of first accreditation follows the name of the school. The date of the earliest accreditation of a constituent part is used in the case of consolidated, union, or joint districts. The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
DELAWARE		
Alexis I. duPont Jr.-Sr. H. S....(1939)	Wilmington 6 (Kennett Pike)	Thomas W. Howie
Archmere Academy (Boys).....(1941)	Claymont	Very Rev. Justin E. Diny, O.Praem.
Caesar Rodney H. S.....(1934)	Camden	William B. Simpson
Claymont Jr.-Sr. H. S.....(1930)	Claymont	Haig Kupjian
Delmar H. S.(1950)	Delmar	Hugh A. Kelly
Dover Community H. S.....(1930)	Dover	Morrell L. Vehslage
Friends School(1928)	Wilmington 3 (Alapocas Drive)	Wilmot R. Jones
Georgetown H. S.....(1934)	Georgetown	James B. Owen
Harrington Jr.-Sr. H. S.....(1932)	Harrington	Jacob C. Messner
Henry C. Conrad H. S.....(1947)	Wilmington 4 (Woodcrest)	Darrell F. Long
John Bassett Moore H. S.....(1928)	Smyrna	Charles V. Williams
Laurel Jr.-Sr. H. S.....(1936)	Laurel	Donald H. Robinson
Lewes Jr.-Sr. H. S.....(1932)	Lewes (Savannah Rd.)...	James A. Moore
Middletown H. S.....(1937)	Middletown	Ellis K. Lecrone
Milford Jr.-Sr. H. S.....(1936)	Milford (Lakeview Ave.)	James E. Atkinson
Mount Pleasant Sr. H. S.(1951)	Wilmington 3 (Washington St. Ext. and Marsh Rd.)	Kenneth E. Michael
Newark Sr. H. S.....(1928)	Newark (E. Delaware Ave.)	Frederick B. Kutz
Rehoboth H. S.....(1955)	Rehoboth Beach	J. A. Vansant
Saint Andrews School (Boys)....(1936)	Middletown	Robert A. Moss
Salesianum School for Boys.....(1944)	Wilmington 1 (18th & Broom Sts.)	Rev. Joseph F. Lynn, O.S.F.S.
Sanford Preparatory School(1938)	Hockessin	Mrs. Ellen Q. Sawin
Seaford H. S.....(1930)	Seaford (DuPont Hwy.)..	Edward J. Moynihan

SCHOOL	LOCATION	HEAD
Tatnall School, The (Girls).....(1956)	Wilmington 5 (Barley Mill Rd.)	Mrs. Josephine G. Myers
Tower Hill School(1928)	Wilmington 6 (2813 W. 17th St.)	Malcolm Coates
Ursuline Academy (Girls).....(1928)	Wilmington 6 (1106 Penna. Ave.)	Mother Mary Austin Kelleher
William Penn H. S.....(1934)	New Castle	Charles E. Smith
<i>Wilmington Public High Schools:</i>		
Howard H. S.....(1930)	Wilmington 1 (13th & Poplar Sts.)	George A. Johnson
Pierre S. duPont H. S.....(1936)	Wilmington 2 (34th & Van Buren Sts.)	Samuel P. Maroney
Wilmington H. S.....(1928)	Wilmington 6 (Delaware Ave. & Monroe St.)	Clarence A. Fulmer
DISTRICT OF COLUMBIA		
Academy of Notre Dame (Girls) ..(1931)	Washington 2 (N. Capitol and K Sts., N. E.)	Sister Mary Louise
Academy of the Holy Cross (Girls) (1930)	Washington 8 (2935 Upton St., N. W.)	Sister M. Elaine, C.S.C.
Academy of the Sacred Heart (Girls) ... (1932)	Washington 10 (1621 Park Rd., N. W.)	Sister Mary Elias, O.P.
Archbishop Carroll H. S.....(1956)	Washington 17 (4300 Harewood Rd., N. E.)	Rev. Philip F. Barrett, O.S.A.
Georgetown Visitation Convent School (Girls)(1930)	Washington 7 (1500 35th St., N. W.)	Sister Mary Roberta Huffman
Gonzaga College H. S. (Boys)....(1933)	Washington 1 (27 Eye St., N. W.)	Rev. Anthony I. McHale, S.J.
Holton-Arms School (Girls).....(1928)	Washington 8 (2125 S St., N. W.)	Miss Sallie E. Lurton
Holy Trinity H. S. (Girls).....(1933)	Washington 7 (36th & O Sts., N. W.)	Sister Mary Patricia Thomas
Immaculata High School (Girls).....(1928)	Washington 16 (4344 Wisconsin Ave., N. W.)	Sister Assumpta
Mackin H. S.....(1934)	Washington 9 (1421 Vee St., N. W.)	Rev. Martin Davis, S.D.S.
Maret School(1930-33; 1942)	Washington 8 (3000 Cathedral Ave., N. W.)	Mrs. Margaret G. Williams
Mount Vernon Seminary (Girls).....(1928)	Washington 7 (2100 Foxhall Rd., N. W.)	Mrs. George W. Lloyd
National Cathedral School (Girls) (1932)	Washington 16 (Wisconsin Ave. & Woodley Rd., N. W.)	Miss Katharine Lee
Saint Albans, The National Cathedral School for Boys(1928)	Washington 16 (Massachusetts & Wis- consin Aves., N. W.)	Rev. Charles Martin
Saint Anthony High School.....(1938)	Washington 17 .. (12th & Lawrence Sts., N. E.)	Sister M. Cornelia Boyle, O.S.B.
Saint Cecilia's Academy (Girls) ..(1934)	Washington 3 (601 E. Capitol St.)	Sister M. Ann Francis, C.S.C.
Saint John's College H. S. (Boys).....(1929)	Washington 15 (2607 Military Rd., N. W.)	Rev. Brother Dominic Luke, F.S.C.
Sidwell Friends School, The.....(1928)	Washington 16 (3901 Wisconsin Ave., N. W.)	Robert S. Lyle
<i>Washington Public High Schools:</i>		
Anacostia H. S.(1939)	Washington 20 (16th & R Sts., S. E.)	Eugene E. Griffith

SCHOOL	LOCATION	HEAD
Calvin Coolidge H. S.....(1943)	Washington 11 ... (5th & Tuckerman Sts., N. W.)	Cedric O. Reynolds
Capitol Page School (Boys)....(1950)	Washington 25 (Library of Congress)	Henry L. DeKeyser
Eastern H. S.....(1929)	Washington 3 ... (17th & E. Capitol Sts., N. E.)	Lynn F. Woodworth
Francis L. Cardozo H. S.....(1932)	Washington 9 ... (13th & Clifton Sts., N. W.)	James N. Saunders
Joel E. Spingarn H. S.(1960)	Washington 2 (24th St. and Benning Rd., N. W.)	Purvis J. Williams
Paul Laurence Dunbar H. S...(1929)	Washington 1 (1st & N Sts., N. W.)	Charles S. Lofton
Theodore Roosevelt H. S.....(1929)	Washington 11 .. (13th & Upshur Sts., N. W.)	Wilmer Bennett
Western Sr. H. S.(1929)	Washington 11 (35th & R Sts., N. W.)	Paul A. Snearline
William McKinley H. S.....(1929)	Washington 2 (2d & T Sts., N. E.)	Ralph W. Watt
Woodrow Wilson H. S.(1937)	Washington 16 (Nebraska Ave. & Chesapeake St., N. W.)	James W. Suber
Woodward School for Boys....(1928)	Washington 6 (1736 G St., N. W.)	Walter R. Lewis
MARYLAND		
Aberdeen Sr.-Jr. H. S.....(1952)	Aberdeen	J. Walter Potter
Academy of the Holy Names (Girls)....(1943)	Silver Spring (711 Pershing Dr.)	Sister Anna of Mary
<i>Annapolis Public High Schools:</i>		
Annapolis H. S.....(1940)	Annapolis	Albert W. Fowble
Wiley H. Bates H. S.....(1953)	Annapolis	Herbert S. Hilliard
Arundel H. S.....(1955)	Gambrills	Mrs. Mabel H. Parker
<i>Baltimore Public High Schools:</i>		
Baltimore City College (Boys).....(1928-34; 1942)	Baltimore 18 (33d St. & the Alameda)	Henry T. Yost
Baltimore Polytechnic Institute (Boys)(1928)	Baltimore 2 (North Ave. and Calvert St.)	Claude A. Burkert
Eastern H. S. (Girls).....(1928)	Baltimore 18 (33d St. & Loch Raven Rd.)	Miss Helen C. Taylor
Forest Park H. S.....(1928-32; 1936)	Baltimore 7 ... (Chatham Rd. & Eldorado Ave.)	Wendell E. Dunn
Frederick Douglass H. S.....(1928)	Baltimore 17 (Gwynns Falls Parkway & Pulaski St.)	Mrs. Lillian M. Parrott
Patterson Park H. S.....(1940)	Baltimore 24 ... (Pratt St. and Ellwood Ave.)	G. Gordon Woelper
Paul Laurence Dunbar Jr.-Sr. H. S... (1951)	Baltimore 5 .. (Caroline & McElderry Sts.)	Robert P. Diggs
Southern Jr.-Sr. H. S.(1935)	Baltimore 30 ... (Warren & Battery Aves.)	Sidney N. Chernak
Western H. S. (Girls)....(1928-33; 1935)	Baltimore 1 (Howard & Centre Sts.)	Mrs. Nanette R. Blackiston
Bel Air Jr.-Sr. H. S.....(1938)	Bel Air (E. Gordon & Franklin Sts.)	William B. Jones
Bethesda-Chevy Chase Sr. H. S...(1931)	Bethesda 14	Joseph J. Tarallo
Bladensburg Sr. H. S.....(1954)	Bladensburg	Kalman J. Voza

SCHOOL	LOCATION	HEAD
Brooklyn Park Jr.-Sr. High School ... (1960)	Baltimore 25 (Hammonds Lane)	Richard A. Barr
Brunswick H. S. (1928)	Brunswick (4th St.).....	Jack B. Kussmaul
Calvert Hall H. S. (Boys)..... (1928)	Baltimore 1 (320 Cathed- ral St. at Mulberry)	Brother Gabriel Cecilian, F.S.C.
Cambridge H. S. (1951)	Cambridge	Otis M. Trice
Catonsville Sr. H. S. (1929)	Baltimore 28 (Bloombsbury Ave. & Rolling Rd.)	Taylor F. Johnston
Central Consolidated School..... (1956)	Bel Air	Percy V. Williams
Chestertown H. S. (1955)	Chestertown	Wilbur J. Stenger
Country Day School of the Sacred Heart (Girls) (1957)	Washington 14 (9191 Rockville Pike)	Mother M. O. Mouton
<i>Cumberland Public High Schools:</i>		
Allegany H. S. (1928)	Cumberland (616 Sedgwick St.)	W. Ardell Haines
Fort Hill H. S. (1931)	Cumberland	Victor D. Heisey
Damascus H. S. (1954)	Damascus	Ellis G. Glime
Dundalk H. S. (1952)	Baltimore 22 (7400 Dunmanway)	John B. Shock, Jr.
Easton Jr.-Sr. H. S. (1956)	Easton	Francis L. Holsinger
Elkton Sr. H. S. (1950)	Elkton (Gilpin Ave.) ..	William E. Burkhardt
Fairmont Heights Jr.-Sr. H. S. (1955)	Washington 27 (Nye & Reed Sts.)	G. James Gholson
Franklin H. S. (1953)	Reisterstown	L. Lee Lindley
Frederick H. S. (1928)	Frederick	David L. Dean
Frederick Douglass H. S. (1956)	Upper Marlboro	Robert F. Frisby
Frederick Sasscer H. S. (1953)	Upper Marlboro (P. O. Box 240)	Vernon VanCleve Houts
Friends School (1928)	Baltimore 11 (5114 N. Charles St.)	Bliss Forbush
Gaithersburg H. S. (1932)	Gaithersburg	Robert A. Gibson
Galena H. S. (1955)	Galena	W. Skirven Startt
George Washington Carver H. S. (1954)	Rockville	Silas E. Craft, Sr.
Georgetown Preparatory School (Boys). (1928)	Garrett Park	Rev. Michael F. Maher, S.J.
Gilman School (Boys)..... (1936)	Baltimore 10 (5407 Roland Ave.)	Henry H. Callard
Glen Burnie Sr. H. S. (1936)	Glen Burnie	Charles W. Whayland
Gwynn Park Jr.-Sr. H. S. (1955)	Brandywine	Edward S. Beach, Jr.
Hannah More Academy (Girls) .. (1931)	Reisterstown	Miss Catherine O. Coleman
Harriet Tubman H. S. (1957)	Clarksville	Elhart E. Flurry
Havre de Grace Cons. School .. (1960)	Havre de Grace (R. F. D. #1)	Leon S. Roye
Havre de Grace Jr.-Sr. H. S. (1954)	Havre de Grace	Robert J. Banick
Henry Highland Garnett H. S. (1955)	Chestertown	Elmer T. Hawkins
Hereford Jr.-Sr. H. S. (1953)	Parkton	Harvey W. Kreuzburg, Jr.
High Point Sr. H. S. (1958)	Beltsville	Allan I. Chotiner
Howard County Sr. H. S. (1957)	Ellicott City	Omar J. Jones
Institute of Notre Dame (Girls) .. (1952)	Baltimore 2 (901 Aisquith St.)	Sister Mary Eleanora, S.S.N.D.
Kenwood Sr. H. S. (1952)	Baltimore 21 .. (Stemmers Run Rd. & Marlyn Ave.)	Joshua R. Wheeler
Landon School (Boys)..... (1936)	Bethesda 14	Paul L. Banfield
Laurel Sr.-Jr. High School (1953)	Laurel	William L. Lynn
Loyola H. S. of Baltimore, The (Boys) (1933)	Towson 4	Rev. T. Donald Rinfret, S.J.
Mace's Lane H. S. (1959)	Cambridge	Miss Edythe M. Jolley
McDonogh School (Boys)..... (1928)	McDonogh	Robert L. Lamborn
Middletown H. S. (1960)	Middletown	George L. Barrick
Milford Mill Jr.-Sr. H. S. (1953)	Baltimore 7 (3800 Wash. Ave.)	George W. Schludenberg

SCHOOL	LOCATION	HEAD
Montgomery Blair Sr. H. S. (1932)	Silver Spring (Wayne Ave. & Dale Dr.)	Daryl W. Shaw
Mount Saint Agnes H. S. (Girls). (1928)	Baltimore 9	Sister Mary Christopher, R.S.M.
Mount Saint Joseph H. S. (Boys). (1933)	Baltimore 29 (4403 Frederick Ave.)	Brother Pastor, C.F.X.
North Dorchester H. S. (1958)	Hurlock	Charles F. Hurley
North Hagerstown H. S. (1928)	Hagerstown	Herbert C. Logsdon
North Harford H. S. (1953)	Pylesville	William H. Pyle
Northern Garrett County Jr.-Sr. H. S. (1956)	Accident	Paul Muha
Northwestern H. S. (1954)	Hyattsville	John P. Speicher
Northwood Jr.-Sr. H. S. (1960)	Silver Spring (919 University Blvd., West)	Edward A. Bartlett
Notre Dame of Maryland Preparatory School (Girls) (1928)	Baltimore 10 (4701 N. Charles St.)	Sister Mary Virginia, S.S.N.D.
Oldfields School (Girls) (1942)	Glencoe	Duncan McCulloch
Oxon Hill H. S. (1953)	Washington 21 (6751 Indian Head Rd., S. E.)	Michael E. Hernick
Park School of Baltimore, The. (1928)	Brooklandville	Robert A. Thomason
Parkville H. S. (1958)	Baltimore 14 (2600 Putty Hill Rd.)	Nelson F. Hurley
Richard Montgomery H. S. (1932)	Rockville	Robert A. Gibson
Rising Sun Jr.-Sr. H. S. (1958)	Rising Sun	Raymond V. Scheck
Robert Moton Jr.-Sr. H. S. (1956)	Easton	William H. Fauntleroy
Rock Hall H. S. (1955)	Rock Hall	Robert J. Johnson
Roland Park Country School for Girls. (1928)	Baltimore 10 (817 W. University Parkway)	Miss Anne Healy
Saint Charles College H. S. (1959)	Catonsville 28 (Maiden Choice Lane)	Very Rev. John F. Linn, S.S.
Saint James School (Boys) (1930)	Saint James	Rev. John E. Owens, Jr.
Saint Mary's Female Seminary (H. S. Dept.) (1931)	Saint Mary's City	Miss May Russell
Saint Mary's High School. (1953)	Annapolis	Sister Mary Rosita, S.S.N.D.
Saint Michaels Jr.-Sr. H. S. (1958)	Saint Michaels	William J. Donahue
Saint Paul's School (Boys) (1947)	Brooklandville (Falls Rd.)	S. Atherton Middleton
Salisbury H. S. (1958)	Salisbury	Charles H. Chipman
Seton H. S. (Girls) (1931)	Baltimore 18 (2800 N. Charles St.)	Sister Dolores Scharper
Sherwood Jr.-Sr. H. S. (1932)	Sandy Spring	William W. Miles
Sollers Point Sr.-Jr. H. S. (1953)	Dundalk 22	Charles W. Fletcher
South Hagerstown H. S. (1960)	Hagerstown	Carl R. Beer
Southern Jr.-Sr. H. S. (1954)	Lothian	F. Markham Wingate
Southern Garrett County Jr.-Sr. H. S. ... (1956)	Oakland	W. Kenneth Johns
Sparrows Point Jr.-Sr. H. S. (1953)	Baltimore 19 (7400 Old North Point Rd.)	Paul E. Dowling
Stephen Decatur Jr.-Sr. H. S. (1957)	Berlin	Wilbur A. Jones
Suitland H. S. (1954)	Washington 28 (5000 Silver Hill Rd., S. E.)	Thomas V. Warthen
Surrattsville Jr.-Sr. H. S. (1955)	Clinton	John M. Pryde
Takoma Academy (1935)	Takoma Park 12.	John P. Laurence
Towson Catholic H. S. (1956)	Towson 4 (114 Ware Ave.)	Sister M. Rita Gertrude
Towson H. S. (1942)	Towson 4 (Cedar Ave.)..	W. Horace Wheeler
Trinity College Preparatory School (Girls) (1949)	Brooklandville	Sister Genevieve Mary, S.N.D. deN.
Trinity Preparatory School (Girls) (1941)	Ilchester	Sister Gertrude
Ursuline Academy (Girls) (1960)	Bethesda 14 (9600 Forest Rd.)	Mother Margaret Mary Kelleher, O.S.U.

SCHOOL	LOCATION	HEAD
Walter Johnson Sr. H. S. (1960)	Rockville (10311 Old Georgetown Rd.)	Henry C. Gregory
Washington H. S. (1957)	Princess Anne	Clarence N. Baughan
Westminster Sr. H. S. (1954)	Westminster	Stephen A. Lerda
Wheaton H. S. (1958)	Wheaton	Elwood B. Mason
Wicomico Sr. H. S. (1932)	Salisbury	George H. Corddry, Jr.
NEW JERSEY		
A. J. Demarest H. S. (1928)	Hoboken (4th at Garden St.)	Thomas F. Gaynor
Abraham Clark H. S. (1932)	Roselle	Albert S. Peeling
Academy of the Holy Angels (Girls) (1933)	Fort Lee 1	Sister Mary Elaine, S.S.N.D.
Academy of St. Aloysius (1954)	Jersey City 4 (2495 Hudson Blvd.)	Sister Mary Canice
Academy of Saint Elizabeth (Girls) (1928-44; 1946)	Convent Station	Sister Grace Benigna, S.C.
Admiral Farragut Academy (Boys) (1937)	Pine Beach	Raven O. Dodge
Archbishop Walsh H. S. (1959)	Irvington 11	Sister Mary Gerard, S.S.N.D.
Asbury Park H. S. (1928)	Asbury Park	Wallace F. Gleason
Atlantic City Friends School (1948)	Atlantic City	Mrs. Kathryn R. Morgan
Atlantic City H. S. (1939)	Atlantic City	Samuel A. Gillingham
Atlantic Highlands H. S. (1928)	Atlantic Highlands	James S. Carnrite, Jr.
Audubon H. S. (1931)	Audubon	Paul M. Dare
Bayonne H. S. (1928)	Bayonne	Alexander X. O'Connor
Beard School for Girls, The (1928)	Orange (560 Berkeley Ave.)	Miss Edith M. Sutherland
Belleville H. S. (1934)	Belleville 9	Hugh D. Kittle
Belvidere H. S. (1948)	Belvidere	Fred J. Vowinkel
Bergenfield Jr.-Sr. H. S. (1945)	Bergenfield	Paul L. Hoffmeister
Bernards H. S. (1928)	Bernardsville	George W. Watson
Blair Academy (Boys) (1928)	Blairstown	James M. Howard, Jr.
Bloomfield Sr. H. S. (1928)	Bloomfield	Harry M. Rice
Bogota H. S. (1928)	Bogota	Robert Pollison
Boonton H. S. (1928)	Boonton	Leslie A. E. Booth
Bordentown Military Institute (Boys) (1928)	Bordentown	Harold Morrison Smith
Bound Brook H. S. (1928)	Bound Brook	Harry C. Swift
Bridgeton H. S. (1931)	Bridgeton	Justin H. Hess
Burlington H. S. (1928-44; 1948)	Burlington	Robert F. Dotti
Butler H. S. (1945)	Butler	John P. Gower
Camden Catholic H. S. (1934)	Camden 3 (5 N. 7th St.)	Sister Mary Dorothea, R.S.M.
Camden Public High Schools:		
Camden H. S. (1928)	Camden 3 (Park Blvd. & Baird Ave.)	C. V. Koppenhaver
Woodrow Wilson H. S. (1947)	Camden 5 (3100 Federal St.)	Thomas R. Bristow
Cape May H. S. (1928-32; 1938)	Cape May	Robert E. Bullock
Carteret H. S. (1929)	Carteret	Herman E. Horn
Carteret School for Boys (1928)	West Orange (700 Prospect Ave.)	Bertram E. Grove
Cathedral H. S. (Girls) (1940)	Trenton 8 (Chancery Lane)	Sister Mary Charitas
Central H. S. (1928)	Trenton 9 (Hamilton Ave. & Chambers St.)	Vincent A. Halbert
Central H. S. of Hopewell Twp. (1950)	Pennington	C. Stephen Raciti
Chatham H. S. (1939)	Chatham	Everett V. Jeter
Clayton H. S. (1951)	Clayton (Academy St.)	Lawrence P. Schneek

SCHOOL	LOCATION	HEAD
Cliffside Park Sr. H. S. (1930)	Cliffside Park	William F. Steiner
Clifton Sr. H. S. (1928)	Clifton	Miss Elinor E. Hanna
Collingswood Sr. H. S. (1928)	Collingswood	Crawford V. Lance
Columbia H. S. (1928)	Maplewood	Robert L. Amsden
Cranford H. S. (1928)	Cranford	G. Frank Zimmerman
Demonstration H. S. (1935)	Upper Montclair (Valley Rd. & Normal Ave.)	Keith W. Atkinson
Don Bosco H. S. (Boys) (1960)	Ramsey	Very Rev. Chester A. Wisniewski
	(Franklin Turnpike)	
Dover H. S. (1928)	Dover	Louis Cronholm
Dumont H. S. (1939)	Dumont	Alfred W. Heath
Dunellen H. S. (1938)	Dunellen	Ernest C. Sechrest
Dwight Morrow H. S. (1928)	Englewood	Waldro J. Kindig
Dwight School	Englewood	Miss Marjorie H. Appelgate
<i>East Orange Public High Schools:</i>		
Clifford J. Scott H. S. (1940)	East Orange	Francis H. Oldham
	(129 Renshaw Ave.)	
East Orange H. S. (1928)	East Orange	Robert B. Redman
	(34 N. Walnut St.)	
East Rutherford H. S. (1938)	East Rutherford	George L. Dierwechter
<i>Elizabeth Public High Schools:</i>		
Battin H. S. (Girls) (1928)	Elizabeth 2	Miss Helen V. Decker
	(South & S. Broad Sts.)	
Thomas Jefferson H. S. (Boys) . (1931)	Elizabeth 4	John E. Dwyer
	(East Scott Place)	
Englewood School for Boys	Englewood	Marshall L. Umpleby
(1934-37; 1940)		
Ewing H. S. (1955)	Trenton 8	Raymond Steketee
	(Parkway Ave.)	
Fair Lawn H. S. (1946)	Fair Lawn	Charles W. Mintzer
(Miss) Fine's School (Girls)	Princeton	Miss Shirley Davis
(1940-41; 1946)		
Florence Township Memorial H. S.	Florence	Mrs. Ethel K. Elliott
(1945)		
Fort Lee Jr.-Sr. H. S. (1931)	Fort Lee	John Mardy
Franklin Jr.-Sr. H. S. (1944)	Franklin	William A. Waters
Freehold Regional H. S. (1928)	Freehold	Richard T. Beck
Frenchtown H. S. (1952)	Frenchtown (Harrison St.)	Bertram M. Light
Garfield H. S. (1928-41; 1947)	Garfield	Peter Andrus
Glassboro H. S. (1931)	Glassboro	Mrs. Beatrice C. Johnson
Glen Ridge H. S. (1928)	Glen Ridge	Ben A. Deist
Glen Rock Sr. H. S. (1960)	Glen Rock	Robert H. Ax
Gloucester City Jr.-Sr. H. S.	Gloucester City	Ralph J. Bracken
(1928-33; 1936)		
Grover Cleveland H. S. (1928)	Caldwell	Vincent P. Thompson
Hackensack H. S. (1928)	Hackensack	Charles D. Cannon
Hackettstown H. S. (1930)	Hackettstown	Joseph Risko
Haddon Heights H. S. (1928)	Haddon Heights	Donald E. Beineman, <i>Acting</i>
Haddonfield Memorial H. S. (1930)	Haddonfield	Perry H. Tyson
Hamilton H. S. (1943)	Trenton 10 (Park & S. Clinton Aves.)	George J. Murphy, Jr.
Hammononton H. S. (1928)	Hammononton	William D. Polhemus
Hanover Park Regional H. S. .. (1960)	Hanover	William V. Godshall
Harrison H. S. (1928)	Harrison	John M. O'Neill
	(223 Hamilton St.)	
Hartridge School, The (Girls) ... (1933)	Plainfield	Miss Harriet Sleeper
Hasbrouck Heights H. S. (1929)	Hasbrouck Heights	Miss Mary E. S. Mohair
Hawthorne H. S. (1936)	Hawthorne	Chester E. Wilhelm
Highland Park H. S. (1940)	Highland Park	R. Richard Johnson
Hightstown H. S. (1928)	Hightstown	Paul D. Haring

SCHOOL	LOCATION	HEAD
Hillside H. S.....(1930)	Hillside (1085 Liberty Ave.)	Ruhl L. Custer
Holy Trinity H. S.....(1957)	Westfield	Sister Miriam Bernard
Hunterdon Central H. S.....(1928)	Flemington (Route 69)	Robert C. Shoff
Immaculate Conception H. S....(1957)	Montclair	Sister M. Ethna
Irvington H. S.....(1928)	Irvington 11 (1253 Clinton Ave.)	Alfred E. Bray
Jamesburg H. S.....(1942)	Jamesburg (Forsgate Dr.)	Michael F. Gaeta
<i>Jersey City Public High Schools:</i>		
Henry Snyder H. S.....(1940)	Jersey City 5..... (239 Bergen Ave.)	Gerard W. Guterl
James J. Ferris H. S.....(1940)	Jersey City (123 Coles St.)	Robert A. Coyle
Lincoln H. S.....(1928)	Jersey City 4..... (60 Crescent Ave.)	Maxim F. Losi
William L. Dickinson H. S....(1928)	Jersey City 6..... (2 Palisade Ave.)	Francis J. McCarthy
Jonathan Dayton Regional H. S. (1942)	Springfield	Randolf T. Jacobsen
Kearny H. S.....(1928)	Kearny (336 Devon St.)	Charles A. Yette
Kent Place School..... (1928-36; 1938-50; 1956)	Summit	Miss Florence Wolfe
Kimberley School, The (Girls) (1928-34; 1947)	Montclair (201 Valley Rd.)	Miss Ethel M. Spurr
Lacordaire School (Girls).....(1951)	Upper Montclair (155 Lorraine Ave.)	Sister M. Virginia
Lakewood H. S.....(1928)	Lakewood	James E. Major, Jr.
Lawrenceville School, The (Boys) (1928)	Lawrenceville	Bruce McClellan
Leonia H. S.....(1928)	Leonia	David Jones
Linden H. S.....(1928)	Linden	John F. Barrett
Livingston H. S.....(1958)	Livingston	Julius C. Bernstein
Lodi H. S.....(1939)	Lodi	Frank Gaciofano
Long Branch Sr. H. S.....(1928)	Long Branch	William H. Meskill
Lyndhurst H. S.....(1930)	Lyndhurst	John C. MacLean
Madison H. S.....(1928)	Madison	Ward A. Shoemaker
Manasquan H. S.....(1935)	Manasquan	Harry Morris
Matawan H. S.....(1951)	Matawan	Luther A. Foster
Merchantville H. S.....(1932)	Merchantville	William R. Flinn
Metuchen H. S.....(1928)	Metuchen	William J. Nunan
Middle Township H. S.....(1928)	Cape May Court House..	William O. Wert
Middletown Township H. S....(1936)	Middletown (63 Tindall Rd.)	William K. Megill
Millburn H. S.....(1928)	Millburn	Robert E. Faddis
Millville H. S.(1928-35; 1943)	Millville	Kenneth L. Fish
Montclair Academy (Boys).....(1928)	Montclair	Thomas W. Hall, Jr.
Montclair H. S.....(1928)	Montclair	James S. Collins
Moorestown Friends' School.....(1928)	Moorestown	Merrill L. Hiatt
Moorestown H. S.....(1928)	Moorestown	Carl F. Hensinger
Morristown H. S.....(1929-39; 1952)	Morristown	Robert F. La Vanture
Morristown School (Boys).....(1933)	Morristown	Thompson D. Grant
Mount Saint Dominic Academy (Girls)..... (1934)	Caldwell	Sister M. Germaine, O.P.
Mount Saint Mary's Academy (Girls)..... (1937)	North Plainfield	Sister Mary Lucia
Mountain Lakes H. S.....(1940)	Mountain Lakes	Gerald F. Hopkins
Neptune H. S.....(1928)	Ocean Grove	F. Russell Coleman
Netcong H. S.(1960)	Netcong	Paul S. Dalling
New Brunswick Sr. H. S.....(1928)	New Brunswick	Willard W. Lindstrom
Newark Academy (Boys).....(1928)	Newark 7 (215 First Ave.)	Robert M. Butler

SCHOOL	LOCATION	HEAD
<i>Newark Public High Schools:</i>		
Barringer H. S.....(1928)	Newark 4 (49 Parker St.)	William R. Cain
Central H. S.....(1928)	Newark 3 (345 High St.)	Albert D. Angell, Jr.
East Side H. S.(1928)	Newark 5 (238 Van Buren St.)	A. Walter Ackerman
South Side H. S.....(1933)	Newark 8 (80 Johnson Ave.)	Fred Landolphi
Weequahic H. S.....(1935)	Newark 12 (279 Chancellor Ave.)	David E. Weingast
West Side H. S.....(1929)	Newark 3 (425 S. Orange Ave.)	Francis B. Snavelly
Newton H. S.....(1946)	Newton	Hayes C. Gordon
North Arlington H. S.....(1944)	North Arlington	Mrs. Mary E. Davidson, Acting
North Hunterdon Regional H. S. (1957)	Annandale	G. Clifford Singley
North Plainfield H. S.....(1928)	North Plainfield	Edward Gibbs, 3rd
	(Greenbrook Rd.)	
Northern Valley Regional H. S. (1959)	Demarest	Frank J. Hurley
Nutley H. S.....(1928)	Nutley 10	Edward F. Assmus
Ocean City H. S.....(1928)	Ocean City	George W. Meyer
Orange H. S.....(1928)	Orange	John R. Moorhead
Overbrook Regional H. S.(1947)	Clementon (Box 177)	Robert C. Poppke
Palmyra H. S.....(1930)	Palmyra	J. Albert Curzi
Park Ridge H. S.....(1930)	Park Ridge	Arch Shaw
Pascack Valley Reg. H. S.(1960)	Hillsdale	James A. McNeil
	(Piermont Ave.)	
Passaic Sr. H. S.....(1928)	Passaic	Miss Reba E. Eaton, Acting
Passaic Valley H. S.....(1947)	Little Falls	Edward T. Schneider
<i>Paterson Public High Schools:</i>		
Central H. S.....(1928)	Paterson 1 (68 Hamilton St.)	A. Reese Matteson
Eastside H. S.....(1928)	Paterson 4 (Park Ave.)..	William B. White
Paulsboro H. S.....(1928-33; 1936)	Paulsboro	Frederick Creamer
Peddle School, The (Boys).....(1928)	Hightstown	Carrol O. Morong
Pennington School, The (Boys)..... (1930-34; 1937)	Pennington	Charles Rudolph Smyth
Penns Grove Regional H. S.....(1952)	Penns Grove	John M. McHugh
Perth Amboy H. S.....(1928)	Perth Amboy	James F. Chalmers
Pingry School, The (Boys).....(1928)	Elizabeth (215 North Ave.)	E. Laurence Springer
Pitman H. S.....(1928)	Pitman	Henry B. Cooper
Plainfield H. S.....(1928)	Plainfield	Warren H. Held
Pleasantville H. S.....(1953)	Pleasantville	David R. Schlesinger
Point Pleasant Beach H. S.....(1939)	Point Pleasant	Arthur E. Whitcomb
Pompton Lakes H. S.....(1943)	Pompton Lakes	Lester V. Jochem
Princeton H. S.....(1932)	Princeton	William H. Rhodes
Prospect Hill Country Day School (Girls)(1928)	Newark 4 (346 Mt. Prospect Ave.)	Mrs. Edward P. Hooper
Queen of Peace H. S.....(1955)	North Arlington	Mother Regina Mercedes, S.S.J.
Rahway H. S.....(1933)	Rahway	John H. Cooper
Ramapo Regional H. S.(1960)	Franklin Lakes	David T. Ross
	(George St.)	
Ramsey H. S.....(1939)	Ramsey	Charles J. Schanz
Rancocas Valley Regional H. S..... (1928-35; 1938)	Mount Holly	Harry E. Wenrich
Red Bank Catholic H. S.....(1934)	Red Bank	Sister Mary
Red Bank H. S.....(1928)	Red Bank	Royal H. Hintze
Ridgefield Park H. S.....(1930)	Ridgefield Park	Ervin Arbo
Ridgewood H. S.....(1928)	Ridgewood	Ellis D. Brown

SCHOOL	LOCATION	HEAD
Riverside H. S.....(1950)	Riverside	George E. Powell
Roselle Park H. S.....(1928)	Roselle Park	Irvin N. Forrest
	(West Grant Ave.)	
Roxbury Township H. S.....(1938)	Succasunna	Thomas E. Zerbe
Rumson-Fair Haven Regional H. S. . .	Rumson	John F. Kinney, Jr.
(1940)		
Rutgers Preparatory School (Boys).....	New Brunswick	David M. Heinlein
(1928)		
Rutherford Sr. H. S. . . (1928-35; 1940)	Rutherford	Albert F. Carpenter
Saint Benedict's Preparatory School		
(Boys).....(1935)	Newark 2 (520 High St.)..	Rev. Philip C. Hoover, O.S.B.
Saint Bernard's School.....(1956)	Gladstone	John M. Durward
Saint Cecilia H. S.(1960)	Englewood	Sister Agnes Cyril
Saint John Baptist School (Girls) (1935)	Mendham	Sister Mary Barbara, C.S.J.B.
Saint Mary's Hall (Girls).....(1936)	Burlington	Mrs. Elsie F. Slater
Saint Peter's Preparatory School (Boys)	Jersey City 2.....	Rev. Cornelius J. Carr, S.J.
(1930)	(144 Grand St.)	
Salem H. S.....(1952)	Salem	Milton Wartenberg
Sayreville H. S.....(1946)	Sayreville	Miss Margaret Mary Walsh
Scotch Plains-Fanwood H. S. . . (1932)	Scotch Plains	Robert Adams, Jr.
Seton Hall Preparatory School (Boys) ..	South Orange	Rev. Thomas J. Tuohy
(1931)	(400 S. Orange Ave.)	
Somerville H. S.....(1928)	Somerville	James L. Olson
Stevens Academy.....(1935; 1937)	Hoboken (266 Fifth St.)..	Douglas Groff Cole
Summit H. S.....(1934)	Summit	Alton J. Gast
Sussex H. S.(1958)	Sussex	J. Harold Conner
Swedesboro H. S.....(1928)	Swedesboro	Miss Sarah E. Stump
Teaneck Jr.-Sr. H. S.....(1935)	Teaneck	Miss Helen B. Hill
Tenafly H. S.....(1928)	Tenafly	Eugene H. Van Vliet
Toms River H. S.....(1955)	Toms River	Nathaniel S. Detwiler
<i>Union City Public High Schools:</i>		
Emerson H. S.....(1929)	Union City	William G. Fiedler, <i>Acting</i>
	(318 18th St.)	
Union Hill H. S.....(1928)	Union City	Alvin H. Schaediger
	(3800 Hudson Ave.)	
Union H. S.....(1953)	Union	Harry R. Cooke, Jr.
Upper Freehold Twp. H. S.(1959)	Allentown	Howard W. Stoneback
Vail-Deane School, The (Girls).....(1928)	Elizabeth 3	Mrs. Jane M. Bourne
	(618 Salem Ave.)	
Verona H. S.....(1947)	Verona	Edwin A. Willard
Vineland H. S.....(1936)	Vineland	Miss Mary E. Rossi
Wallington H. S.(1958)	Wallington	Bernard E. Piela
Washington H. S.....(1934)	Washington	Edward E. Belet
Wayne Township H. S.....(1954)	Paterson 2	John Van Dyken
	(Valley Road)	
Weehawken H. S.....(1928)	Weehawken	George Becker
	(Liberty Place)	
West Orange H. S.....(1928)	West Orange	Raymond E. Hearn
Westfield Sr. H. S.....(1928)	Westfield	Robert L. Foose
Westwood Jr.-Sr. H. S.....(1939)	Westwood	Maurice A. Coppens
Wildwood Catholic H. S.....(1956)	North Wildwood	Sister Louise Bertrand, S.S.J.
Wildwood H. S.....(1931)	Wildwood	Paul W. Freed
William MacFarland Sr. H. S.....	Bordentown	Joseph P. Conerton
(1929-33; 1935)		
Woodbridge H. S.....(1928)	Woodbridge	John P. Lozo
Woodbury H. S.....(1928)	Woodbury	Carl Giles
Wood-Ridge H. S.....(1943)	Wood-Ridge	A. Edward DiMiceli
	(258 Hackensack St.)	
Woodstown H. S.(1928)	Woodstown	Eric G. Errickson

SCHOOL	LOCATION	HEAD
NEW YORK		
A. B. Davis H. S.....(1932)	Mount Vernon	Howard G. Spalding
Academy of Mount Saint Vincent (Girls)(1944)	Tuxedo Park	Sister Maria Lawrence
Academy of the Sacred Heart (Female)(1928)	Albany 2	Mother Margaret O'Rourke
Adelphi Academy (Boys).....(1928)	Brooklyn 38	Edward W. Hathaway
Albany Academy, The (Boys)....(1928)	(282 Lafayette Ave.)	
Albany Academy for Girls(1928)	Albany 8	Harry E. P. Meislahn
Albany H. S.....(1939)	(Academy Rd.)	
Allendale School, The (Boys)....(1943)	Albany 8	Miss Rhoda E. Harris
Amherst Central Sr. H. S.(1960)	(140 Albany Rd.)	
Aquinas Institute of Rochester, The (Boys)(1928)	Albany 3	Douglas W. Lincoln
Barnard School for Boys.....(1928)	(141 Western Ave.)	
Barnard School for Girls, The..(1930)	Rochester 18	Buell Critchlow
Berkeley Institute, The (Girls)..(1928)	(519 Allen's Creek Rd.)	
Birch Wathen School.....(1936)	Snyder 26	John Scheller
Brighton H. S.....(1949)	(4301 Main St.)	
Bronxville H. S.(1945)	Rochester 13	Very Rev. Ernest P. Magee, C.S.B.
Brooklyn Friends School.....(1928)	(1127 Dewey Ave.)	
Brooklyn Preparatory School (Boys)... (1928)	Bronx 71	Carrington Raymond
Buffalo Seminary, The (Girls)...(1928)	(4411 Cayuga Ave.)	
Calhoun School (Girls).....(1928)	New York 33... (554 Fort Washington Ave.)	Miss Marion A. Dean
Canisius H. S. (Boys).....(1928)	Brooklyn 17	Mrs. Helen B. Mason
Cathedral School of St. Mary, The (Girls)(1928)	(181 Lincoln Place)	
Chaminade H. S. (Boys).....(1946)	New York 25	J. Carl Horton
Cleveland Hill H. S.....(1958)	(149 W. 93rd St.)	
Collegiate School (Boys).....(1928)	Rochester 18	Leonard B. Smith
Columbia Grammar School....(1928)	(1150 Winton Rd.)	
Columbia School of Rochester, The (Girls)(1940)	Bronxville 8	Frank Misner
Concordia Collegiate Institute....(1955)	Brooklyn 1	William J. Meeneghan
Corning Free Academy(1928)	Brooklyn 25	Rev. J. Vincent Watson, S.J.
Cortland Jr.-Sr. H. S.....(1929)	(1150 Carroll St.)	
De Veaux School (Boys).....(1928)	Buffalo 22	Richard W. Davis
Dobbs Ferry H. S.....(1935)	(205 Bidwell Parkway)	
Dwight School (Boys).....(1928)	New York 25	{ Miss Elizabeth Parmelee
Eastchester H. S.....(1941)	(309 W. 92nd St.)	{ Miss Beatrice S. Cosmey
East Rochester H. S.....(1953)	Buffalo 9	Rev. Donald L. Kirsch, S.J.
	(1180 Delaware Ave.)	
	Garden City	Miss Mary H. Russell
	(37 Cathedral Ave.)	
	Mineola (Jackson Ave.)..	Brother John T. Darby, S.M.
	Cheektowaga 25	John W. Doran
	(Mapleview Dr.)	
	New York 24	Wilson Parkhill
	(241 W. 77th St.)	
	New York 25	James W. Stern
	(5 W. 93rd St.)	
	Rochester 7	Mrs. Della E. Simpson
	(22 S. Goodman St.)	
	Bronxville 8	Rev. Carl F. Weidmann
	(171 White Plains Rd.)	
	Corning	Wilbur T. Miller
	Cortland	Robert J. Doran
	Niagara Falls	G. Patterson Crandall, <i>Acting</i>
	Dobbs Ferry	William Z. Lindsey
	New York 21	Winton L. Miller, Jr.
	(402 E. 67th St.)	
	Tuckahoe 7	Douglas S. MacDonald
	East Rochester	Frank J. O'Donnell

SCHOOL	LOCATION	HEAD
Emma Willard School (Girls)....(1928)	Troy (Pawling Ave.)....	{ Miss Anne Wellington } Miss Clemewell Lay
Falconer H. S.(1960)	Falconer	Evehardt von Reyn
Fieldston School of the Ethical Culture Schools(1928)	New York 71..... (Fieldston Rd.)	Luther H. Tate
Floral Park Memorial H. S. ... (1960)	Floral Park	John H. Fuller
	(210 Locust St.)	
Fordham Preparatory School (Boys)... (1928)	New York 58..... (East Fordham Rd.)	Rev. Michael Costello, S.J.
Franklin School (Boys)(1928)	New York 24..... (18 W. 89th St.)	Moe C. Spahn
Fredonia H. S.....(1928)	Fredonia	Linwood W. DeHand
Friends Academy(1928)	Locust Valley	Victor M. Haughton, Jr.
Friends Seminary(1928)	New York 3..... (15 Rutherford Place)	Alexander H. Prinz
Garden School(1935) (formerly Garden Country Day School)	New York 72..(33-16 79th St.	Melvin E. Fischer
Geneseo Central Jr.-Sr. H. S....(1951)	Geneseo	M. Dennison Olmsted
Geneva H. S.....(1928)	Geneva	Spurgeon B. Wuertenberger
Hackley School (Boys).....(1933)	Tarrytown	Frank R. Miller
	(293 Benedict Ave.)	
Halsted School(1948)	Yonkers 2	Mrs. Ruth S. Leonard
	(229 North Broadway)	
Harley School, The.....(1932)	Rochester 18	William S. Litterick
	(1981 Clover St.)	
Harrison Jr.-Sr. H. S.(1953)	Harrison	Alexander L. Arning
Hastings H. S.....(1928)	Hastings-on-Hudson ...	Rowland H. Ross
Haverling Central School.....(1957)	Bath	Vernon E. Wightman
Hempstead H. S.....(1935)	Hempstead	Thomas D. Sheldon
	(70 Greenwich St.)	
Hicksville H. S.(1960)	Hicksville	Leon Galloway
Holy Angels Academy (Girls)....(1946)	Buffalo 14	Sister Mary Evangeline
	(24 Shoshone Drive)	
Honeoye Falls Central School ..(1958)	Honeoye Falls	Herbert J. Worboys
Horace Greeley H. S.....(1952)	Chappaqua	Donald W. Miles
Horace Mann School.....(1928)	New York 71..... (231 W. 246th St.)	Mitchell Gratwick
Hornell H. S.....(1928)	Hornell	Robert J. Johnson
Hudson H. S.....(1928)	Hudson	Alan W. Sugarman
Huntington H. S.(1928) (formerly Robert L. Simpson H.S.)	Huntington	Robert A. Cushman
Ithaca H. S.....(1928)	Ithaca	Frank R. Bliss
Jamesville-DeWitt Jr.-Sr. H. S....(1959)	DeWitt	Richard McGee
John Jay H. S.(1960)	Katonah	Erwin K. Hasseltine
Kew-Forest School(1928)	Forest Hills (119-17 Union Turnpike at Austin St.)	James L. Dixon
La Salle Military Academy (Boys) (1936)	Oakdale	Rev. Brother Cornelius, F.S.C.
	(195 Broadway)	
Ladycliff Academy(1958)	Highland Falls	Sister Mary Philip
Lawrence H. S.....(1933)	Lawrence	James H. Simmonds
Lindenhurst Jr.-Sr. H. S.....(1951)	Lindenhurst	Harold E. Eaton
	(350 S. Wellwood Ave.)	
Linton H. S.(1943)	Schenectady 8	Francis E. Morhous
	(The Plaza)	
Lockport Sr. H. S.....(1950)	Lockport	Lloyd F. McIntyre
	(Lincoln and Locust Sts.)	
Long Beach H. S.....(1934)	Long Beach	Joseph Borzilleri
Loyola School (Boys)(1928)	New York 28..... (Park Ave. at 83d St.)	Rev. Peter J. Daly, S.J.
Mamaroneck H. S.(1934)	Mamaroneck	Joseph C. McLain
Manhasset H. S.....(1928)	Manhasset	Kendall B. Howard
	(Memorial Place)	

SCHOOL	LOCATION	HEAD
Manlius School, The (Boys).....(1928)	Manlius	John W. MacDonald
Marcellus Central H. S.....(1934)	Marcellus	Chester S. Driver
Marymount Secondary School (Girls).. (1928)	Tarrytown	Mother Marie Brendan
Masters School, The (Girls).....(1928)	Dobbs Ferry	A. Cameron Mann
McBurney School (Boys).....(1929)	New York 14..... (5 W. 63d St.)	Benjamin D. Chamberlin
Middletown Sr. H. S.(1938)	Middletown	Thor Krogh
Millbrook School for Boys.....(1942)	(112 Grand Ave.)	
Miss Hewitt's Classes.....(1957)	Millbrook	Edward Pulling
Monticello H. S.....(1936)	New York 21..... (45 E. 75th St.)	Mrs. Charlotte Comfort
Mount Saint Mary Academy (Girls).... (1932)	Monticello	Ephraim R. Keller
Nazareth Academy (Girls).....(1946)	Newburgh	Sister Mary Vincent, O.P.
New Lincoln School, The(1959)	Rochester 13	Sister Agnes Cecilia
<i>New York City Public High Schools:</i>	(1001 Lake Ave.)	
<i>Bronx Borough:</i>	New York 26	E. Francis Bowditch
	(31 W. 110th St.)	
Evander Childs H. S.....(1928)	New York 67..... (800 E. Gun Hill Rd.)	Hymen Alpern
Samuel Gompers Vocational and Technical H. S. (Technical Division only)(1951)	New York 55..... (455 Southern Blvd.)	Seelig L. Lester
<i>Manhattan Borough:</i>		
Hunter College H. S. (Girls).....(1929)	New York 21..... (930 Lexington Ave.)	Cyril W. Woolcock
Washington Irving H. S. (Girls).... (1928-37; 1951)	New York 3..... (40 Irving Pl.)	Miss Evelyn Konigsberg
<i>Queens Borough:</i>		
Grover Cleveland H. S.....(1936)	Brooklyn 37	Edward D. Kramer
New York Military Academy....(1932)	(2127 Himrod St.)	
Newark H. S.....(1928)	Cornwall-on-Hudson	Bartlett S. Chappell
Newburgh Free Academy.....(1955)	Newark	W. Donald Hess
Nichols School of Buffalo (Boys).....(1928)	Newburgh	Robert D. Fowler
Nightingale-Bamford School, The (Girls)(1938)	Buffalo 16	Philip M. B. Boocock
North Senior H. S.(1928)	(Amherst & Colvin Sts.)	
North Syracuse Central H. S....(1958)	New York 28..... (20 E. 92d St.)	Mrs. Catherine B. Woodbridge
Northport H. S.....(1929)	Great Neck	Hobart F. Mossman
Northwood School (Boys).....(1928)	(35 Polo Rd.)	
Notre Dame Academy of Staten Island (Girls)(1950)	North Syracuse	Paul B. Wagner
Oakwood School(1939)	Northport	Miss Adelheid M. M. Kaufmann
Oceanside Sr. H. S.....(1958)	(Middleville Rd.)	
Oneonta H. S.(1928-30; 1935)	Lake Placid Club.....	John G. Howard
Oswego H. S.(1932)	Staten Island 1..... (76 Howard Ave.)	Mother Saint Vivienne, C.N.D.
Our Lady of Mercy H. S. (Girls).....(1946)	Poughkeepsie	Charles W. Hutton
Packer Collegiate Institute, The (High School Dept.) (Girls)(1928)	Oceanside	Charles R. Mosback
	Oneonta	Charles A. Belden
	Oswego	Ralph M. Faust
	Rochester 10	Sister Mary Florence, R.S.M.
	(1437 Blossom Rd.)	
	Brooklyn 1	Paul D. Shafer
	(170 Joralemon St.)	

SCHOOL	LOCATION	HEAD
Park School of Buffalo, The..... (1928-34; 1944)	Snyder 26 (115 N. Harlem Rd.)	E. Barton Chapin, Jr.
Patchogue H. S. (1960)	Patchogue	Edmund W. Tuton
Paul D. Schreiber H. S. (1933)	Port Washington	Clifford F. Hendrickson
Pelham Memorial H. S. (1928)	Pelham 65	F. Hamilton Whipple
Penfield Central School..... (1953)	Penfield (Five Mile Line Rd.)	Elmer F. Peck
Pittsford Central School (1960)	Pittsford	Herbert C. Bettinger
Pleasantville H. S..... (1935)	Pleasantville	Ronald C. McCreary
Polytechnic Preparatory Country Day School, The (Boys)..... (1928)	Brooklyn 9 (92d St. & 7th Ave.)	J. Folwell Scull, Jr.
Port Chester H. S..... (1955)	Port Chester	Robert R. Zimmerman
Regis H. S. (Boys)..... (1928)	New York 28..... (55 E. 84th St.)	Rev. William C. McCusker, S.J.
Rhodes Preparatory School..... (1949)	New York 19..... (11 W. 54th St.)	Sims Carter
Riverdale Country School (Boys)..... (1928)	New York 71 .. (Fieldston Road & 253d St.)	John H. Jones
Riverdale Country School for Girls.... (1943)	New York 71... (249th St. and Palisade Ave.)	Mrs. Marion C. Hollstein
<i>Rochester Public High Schools:</i>		
Benjamin Franklin H. S..... (1934)	Rochester 21 (950 Norton St.)	Willard A. Sabin
Charlotte H. S..... (1928-32; 1934)	Rochester 12 (4115 Lake Ave.)	Glenn M. Denison
East H. S..... (1928)	Rochester 7 (410 Alexander St.)	Charles N. Clark
Edison Technical and Industrial H. S. (Boys)..... (1947)	Rochester 21 (725 Clifford Ave.)	William O. Olsen
Jefferson Jr.-Sr. H. S..... (1945)	Rochester 6 (Edgerton Park)	Richard Manske
John Marshall H. S..... (1928)	Rochester 13 (180 Ridgeway Ave.)	Elmer W. Snyder
Madison H. S..... (1939)	Rochester 11 (101 Epworth St.)	Ira I. Berman
Monroe H. S..... (1929)	Rochester 7 (164 Alexander St.)	Miss Mary A. Sheehan
West H. S..... (1928)	Rochester 11 (501 Genesee St.)	James S. Wishart
Rye Country Day School..... (1928)	Rye (Boston Post Rd. & Cedar St.)	Gerald N. LaGrange
Rye H. S..... (1928-32; 1935)	Rye	Miss Elizabeth Jean Brown
Sacred Heart Academy (Girls) (1960)	Buffalo 21 (3860 Main St.)	Sister M. Corinne
Saint Agnes School (Girls)..... (1932)	Albany 11 (Loudenville Rd.)	Miss Blanche Pittman
Saint John's Preparatory School (Boys) (1934)	Brooklyn 6 (82 Lewis Ave.)	Rev. John T. Nelson, C.M.
Saint Joseph's Normal Institute (Boys) (High School Dept.)..... (1942)	Barrytown	Brother Conrad Leo, F.S.C.
Saint Mary's School (Girls)..... (1928)	Peekskill	Sister Mary Regina, C.S.M.
Saint Paul's School (Boys) (1928)	Garden City	Rev. Nicholas M. Feringa
Saint Walburga's Academic School (Girls) (1928)	Rye P.O. (Westchester Ave.)	Mother Mary John, S.H.C.J.
Scarborough Country Day Sch... (1928) (formerly Scarborough School)	Scarborough	H. Leonard Richardson
Scarsdale H. S..... (1942)	Scarsdale	Oliver W. Melchior

SCHOOL	LOCATION	HEAD
School of the Holy Child (Girls) (1947)	Suffern (Lafayette Ave.)..	Mother Mary Paul, S.H.C.J.
Sewanhaka H. S. (Central H. S. Dist. No. 2) (1935)	Floral Park	Howard Nordahl
Sherburne Central H. S. (1928)	Sherburne	Thomas M. Lotz
Skaneateles Central H. S. (1959)	Skaneateles	Fred P. Fundis
South Side Sr. H. S. (1946)	Rockville Centre	J. Dale McKibben
Spence School (Girls)..... (1935)	New York 28..... (22 E. 91st St.)	Miss Barbara Colbron
Staten Island Academy..... (1928)	Staten Island 1..... (45 Wall St.)	Harold Ely Merrick
Stony Brook School, The (Boys) (1928)	Stony Brook	Frank E. Gaebelein
Trinity-Pawling School (Boys)... (1951)	Pawling 1	Matthew E. Dann
Trinity School (Boys)..... (1935)	New York 24..... (139 W. 91st St.)	Hugh C. Riddleberger
Tuckahoe H. S..... (1938)	Tuckahoe 7	Edward A. Sinnott
Walden School	(Siwanoy Blvd.)	
Wantagh H. S. (1959)	New York 24..... (1 W. 88th St.)	Raymond H. Jahn
Waterloo Central School..... (1951)	Wantagh	Clarence M. Withers
Waverly H. S..... (1930)	Waterloo	Claude Doxtator
Wellsville H. S..... (1928)	Waverly	Clarke C. Gage
Westfield Academy & Central School.. (1958)	Wellsville	James H. Gambell
Woodmere Academy	Westfield	Lauren R. Williams
Xavier H. S. of the College of St. Francis Xavier (Boys)..... (1928)	Woodmere	
Yorktown Heights H. S..... (1958)	(336 Woodmere Blvd.)	
	New York 11..... (30 W. 16th St.)	Horace M. Perry
	Yorktown Heights	Rev. Vincent J. McGrail, S.J.
		Miss Mildred E. Strang
	PANAMA CANAL ZONE	
Balboa H. S..... (1929)	Balboa Heights	Theo F. Hotz
Cristobal H. S..... (1929)	(704 Roosevelt Ave.)	
	Cristobal	Paul L. Beck
	(Drawer GG)	
	PENNSYLVANIA	
A. D. Eisenhower Sr. H. S..... (1928)	Norristown	Lewis V. Kost
Abington Friends School (Girls) (1935)	Jenkintown	Howard W. Bartram
Abington Sr. H. S..... (1928)	Abington	W. Eugene Stull
Academy of the New Church—Boys' School	Bryn Athyn	Richard R. Gladish
Academy of the New Church—Girls' School	(Second St. Pike)	
Academy of Notre Dame de Namur (Girls)	Bryn Athyn	Miss Morna Hyatt
	(Second St. Pike)	
Academy of Notre Dame, Rittenhouse Square (Girls)	Villanova	Sister Gertrude St. Edward, S.N.D. deN.
(formerly Rittenhouse Square Academy of Notre Dame)	Philadelphia 3	Sister Mary St. Joseph, S.N.D.
Academy of the Sisters of Mercy (Girls)	(206 W. Rittenhouse Square)	
Agnes Irwin School, The (Girls) (1936)	Gwynedd Valley	Sister Maria Gratia, C.R.S.M.
Allentown Central Catholic H. S. (1944)	Wynnewood	Mrs. Anne F. Bartol
Allentown H. S..... (1932)	(Clothier Rd.)	
	Allentown	Rev. Stephen J. Daday
	(4th & Chew Sts.)	
	Allentown	Clifford S. Bartholomew
	(17th & Turner Sts.)	

SCHOOL	LOCATION	HEAD
Altoona Sr. H. S. (1931)	Altoona (6th Ave. & 15th St.)	Joseph N. Maddocks
Ambler Joint H. S. (1928)	Ambler	Clifford K. Geary
Ambridge H. S. (1931)	Ambridge (909 Duss Ave.)	Michael F. Serene
Aspinwall H. S. (1930)	Pittsburgh 15. . (4th St. & Virginia Ave.)	Jack J. Roush
Athens Area Joint H. S. (1953)	Athens	Irving W. Hazard
Avalon H. S. (1930)	Pittsburgh 2 .. (721 Cali- fornia Ave.)	Robert E. Grine
Avonworth H. S. (1934)	Pittsburgh 2 .. (200 Dick- son Ave.)	J. F. McLaughlin
Baldwin School, The (Girls) (1928)	Bryn Mawr	Miss Rosamond Cross
Baldwin Township H. S. (1943)	Pittsburgh 36 (4653 Clairton Blvd.)	Wilbert C. Brandtonies
Bangor Area Joint H. S. (1936)	Bangor 4	Trever R. Williams
Barrett Township H. S. (1937)	Cresco	George W. Webb, Jr.
Beaver Area H. S. (1928)	Beaver	Charles S. Linn
Beaver Falls Area Sr. H. S. (1930)	Beaver Falls	J. Neal Mathews
Bedford H. S. (1936)	Bedford	Arthur V. Townsend
Bellevue H. S. (1928)	Pittsburgh 2 ... (435 Lin- coln Ave.)	Robert H. Ruthart
Bellwood-Antis H. S. (1954)	Bellwood	R. Dwight Troutman
Benjamin Franklin H. S. (1954)	Carbondale	Miss Gertrude A. Krantz
Bensalem Township Jr.-Sr. H. S. (1932)	Cornwells Heights	Russell C. Struble
Bethel Jr.-Sr. H. S. (1953)	Bethel Park	Theodore A. Siedle
Big Spring Jt. H. S. (1960)	Newville	C. E. Hassler
Biglerville H. S. (1928)	Biglerville	Charles L. Yost
Bishop McDevitt H. S. (1953)	Harrisburg (22nd & Market Sts.)	Robert C. Gribbin
Blairsville Joint H. S. (1929)	Blairsville	James M. Burk
Bloomsburg Jr.-Sr. H. S. (1928-34; 1959)	Bloomsburg	Henry J. Gatski
Boyertown Area Sr. H. S. (1933)	Boyertown	Harry I. Gilbert
Braddock Sr. H. S. (1951)	Braddock	Joseph A. Stukus
Bradford Area Jt. Sr. H. S. (1928)	Bradford	Raymond Getz
Brentwood Jr.-Sr. H. S. (1943)	Pittsburgh 27 (3601 Brownsville Rd.)	Francis W. Deasy
Bristol Jr.-Sr. H. S. (1933)	Bristol	David L. Hertzler
Brookville H. S. (1928)	Brookville	C. P. Phillips
Butler Area Joint Sr. H. S. (1951)	Butler	Charles J. Moore
California Community Sr. H. S. (1934)	California	John J. Cairns
Cameron County H. S. (1957)	Emporium	James L. Manners
Camp Hill H. S. (1928-33; 1943)	Camp Hill (24th & Chestnut Sts.)	Donald E. Enders
Canton H. S. (1928)	Canton	John P. Livezey
Captain Jack Jt. H. S. (1959)	Mount Union	Fredric N. Radle
Carlisle Sr. H. S. (1930)	Carlisle	Mark N. Burkhardt
Carnegie H. S. (1958)	Carnegie	Kenneth L. Logan
Carson Long Institute (Boys) (1929)	New Bloomfield	Edward L. Holman
Catasauqua H. S. (1956)	Catasauqua	Ralph C. Brown
Cathedral Preparatory School (Boys) .. (1948)	Erie (225 W. 9th St.)	Rt. Rev. Msgr. Robert B. McDonald
Cecilian Academy, The (Girls) (1942)	Philadelphia 19 (144 W. Carpenter La.)	Mother Denis Marie, S.S.J.
Cedar Cliff Jt. Sr. H. S. (1932)	Camp Hill	George E. Hendricks
(formerly New Cumberland Jt. H. S. and West Shore Jt. H. S.)		
Central Bucks Joint H. S. (1929)	Doylestown	Jack L. Livingston
Central Cambria Joint H. S. (1932)	Ebensburg	James L. Cook
Central Catholic H. S. (1948)	Reading (Hill Rd. & Clymer St.)	Rev. Raymond J. Lechner
Central Dauphin H. S. (1958)	Harrisburg (4600 Locust Lane)	Oscar B. Baldwin

SCHOOL	LOCATION	HEAD
Central District Catholic H. S. (1932)	Pittsburgh 13 (4720 Fifth Ave.)	Brother Frederick John
Chambersburg Area Joint Sr. H. S. (1941)	Chambersburg	Robert J. Beard
Charleroi Sr. H. S. (1929)	Charleroi	J. F. Malak
Charles E. Ellis School for Girls, The. (1936)	Newtown Square	Arnold E. Look
Chartiers Valley Joint H. S. (1950)	Bridgeville	John A. Wight
Cheltenham Township H. S. (1928)	Philadelphia 17	Edwin B. Keim
Chester H. S. (1945)	Chester	Karl E. Agan
Chestnut Hill Academy. (1928-42; 1957)	Philadelphia 18	Robert A. Kingsley
Clairton Sr. H. S. (1928)	Clairton	Bruce C. Birch
Clarion Joint Sr. H. S. (1950)	Clarion	L. Robert Wiberg
Clarks Summit-Abington Joint H. S. (1928)	Clarks Summit	William H. Crum
Clearfield Area Sr. H. S. (1936)	Clearfield	W. Howard Mead
Clifton Heights H. S. (1941)	Clifton Heights	Joseph K. Lindsay
Collingdale H. S. (1934)	Collingdale	Charles H. Hable
Columbia H. S. (1960)	Columbia	Harry W. Smoker
Conemaugh Township H. S. (1956)	Davidsville	William H. Etsweiler
Conestoga Sr. H. S. (1928)	Berwyn	Karl A. Zettelmoyer
Conneaut Valley H. S. (1960)	Conneautville	K. Arden Bennett
Connellsville Jt. H. S. (1960)	Connellsville	Ned Culler
Convent School of the Sacred Heart (Girls) (1930)	Philadelphia 31 (City Line & Haverford Rd.)	Mother Margaret McNally
Convent School of the Sacred Heart, Eden Hall (Girls) (1928)	Philadelphia 14 .. (Grant Ave. bet. Frankford)	Mother Florence Ashe
Coraopolis Sr. H. S. (1929)	Coraopolis	Joseph E. Johnson
Cornwall Jt. Jr.-Sr. H. S. (1960)	Cornwall	Earl W. Boltz
Corry Area H. S. (1958)	Corry	Howard J. Sheen
Council Rock Jr.-Sr. H. S. (1945)	Newtown	Norman W. Kratz
Crafton Borough Jr.-Sr. H. S. (1928)	Pittsburgh 5 (Crafton Blvd.)	John F. Gregory
Cresson Joint H. S. (1951)	Cresson	F. K. Shields
Cumberland Valley H. S. (1957)	Mechanicsburg	Charles R. Slaybaugh
Daniel Boone Jr.-Sr. H. S. (1950)	Athol	John S. Herbein
Darby Sr. H. S. (1928)	Darby	Herman W. Solar
Delaware Co. Christian School (1960)	Newtown Square (Malin Rd.)	Roy W. Lowrie, Jr.
Delaware Valley Joint H. S. (1928)	Milford	Ira C. Markley
Delhaas Joint H. S. (1956)	Bristol	Robert P. Martin
Delone Catholic H. S. (1953)	McSherrystown	Rev. William R. Lyons
Donegal H. S. (1928)	Mount Joy	John G. Hart
Donora Sr. H. S. (1950)	Donora	Michael J. Herk
Dormont H. S. (1928)	Pittsburgh 16 (Annapolis Ave.)	Jay Neff
Downingtown Joint Jr.-Sr. H. S. (1935)	Downingtown	Raymond R. Baugher
DuBois Area Joint Sr. H. S. (1929)	DuBois	Elton J. Mansell
Duquesne Sr. H. S. (1950)	Duquesne (South 3d St.)	William Kowallis
East Juniata Jr.-Sr. H. S. (1958)	Cocolamus	Robert E. Yoder
East Pittsburgh Jr.-Sr. H. S. (1936)	East Pittsburgh	Samuel Citrota
East Stroudsburg Area Joint Sr. H. S. (1935)	East Stroudsburg	Ralph O. Burrows
Easton H. S. (1928)	Easton	Albert S. Erb
Eddystone H. S. (1957)	Eddystone	Horace F. Erb
Elizabethtown Area H. S. (1951)	Elizabethtown	Phillip H. Daubert
Ellis School, The (Girls) (1928)	Pittsburgh 6 (6425 Fifth Ave.)	Miss Marion H. Hamilton
Emmaus H. S. (1950)	Emmaus (North St. & Macungie Ave.)	Howard K. Deischer
Episcopal Academy, The (Boys) (1928)	Philadelphia 31 (City Line & Berwick Rd.)	James H. McK. Quinn

SCHOOL	LOCATION	HEAD
<i>Erie Public High Schools:</i>		
Academy H. S.(1928)	Erie (29th at State St.)...	Harold D. Leberman
East H. S.(1930)	Erie (1151 Atkins St.)....	Edward Abramowski
Strong Vincent H. S.(1931)	Erie (1330 W. 8th St.)...	Hamilton C. Gillespie
Everett Southern H. S.(1958)	Everett	D. Raymond Mack
Exeter Township H. S.(1957)	Reading	Stephen R. Ruth
Farrell Sr. H. S.(1955)	Farrell	Angelo M. Grande
Ferndale-Dale Jt. H. S.(1958)	Johnstown	Elmer J. Berkebile
(formerly Greater Ferndale H.S.)		
Fleetwood Jt. Jr.-Sr. H. S.	Fleetwood	William L. James
(1932-50; 1960)		
Ford City Jr.-Sr. H. S.(1930)	Ford City	Raymond E. Miller
Forty Fort Jr.-Sr. H. S.(1930)	Forty Fort	Leon C. Bubeck
Fountain Hill-Salisbury Jt. H. S.	Bethlehem	Carl B. Laubenstein
(1953)		
Franklin Area Jr.-Sr. H. S.(1951)	Franklin	Harry F. Newell
Friends' Central School.(1928)	Philadelphia 31	Merrill E. Bush
	(68th St. & City Line)	
Friends' Select School.(1928)	Philadelphia 3	G. Laurence Blauvelt
	(17th St. & Parkway)	
Garden Spot H. S.(1934)	New Holland	Robert P. Simon
Gateway Senior H. S.(1955)	Monroeville	Eugene B. Yarnel
George School	George School	Richard H. McFeely
Germantown Academy (Boys)....(1928)	Philadelphia 44 .. (School	Donald H. Miller
	House La. & Greene St.)	
Germantown Friends School....(1928)	Philadelphia 44	Henry Scattergood
	(Coulter St.)	
Gettysburg Jr.-Sr. H. S.(1930)	Gettysburg	Guile W. Lefever
Girard College (H. S.) (Boys)....(1928)	Philadelphia 21....(Corin-	Karl R. Friedmann
	thian & Girard Aves.)	
Governor Mifflin Joint H. S.(1929)	Shillington	John C. Dunlap
Greater Greensburg Jr.-Sr. H. S. (1930)	Greensburg	Robert D. Fleisher
Greenville Sr. H. S.(1957)	Greenville	Hugh D. Briningar
Grier School, The (Girls)....(1928)	Tyrone	Thomas C. Grier
Grove City Joint Consolidated Sr. H. S.	Grove City	Albert R. Skelton, Jr.
(1949)		
Hampton Township H. S.(1949)	Allison Park	Charles A. Darrah
Hanover Sr. H. S.(1948)	Hanover	Ray W. Gray
Harbor Creek H. S.(1955)	Harbor Creek	John F. Cunningham
Har-Brack H. S.(1958)	Natrona Heights	W. S. Bazard
<i>Harrisburg Public High Schools:</i>		
John Harris H. S.(1928)	Harrisburg	Miss Helen J. Graeff
	(Market & Hale Sts.)	
William Penn H. S.(1928)	Harrisburg	Stanley E. Walker
	(3d & Division Sts.)	
Hatboro-Horsham Joint Sr. H. S.	Hatboro	A. A. Beshel
(1943)		
Haverford School, The (Boys)....(1928)	Haverford	Leslie R. Severinghaus
Haverford Senior H. S.(1928)	Havertown	John W. Walker
Hawley H. S.(1936)	Hawley	Daniel A. Callaghan
Hazleton Sr. H. S.(1928)	Hazleton	George E. Shanno
Hempfield Area Sr. H. S.(1960)	Greensburg	F. Emerson Kauffman
Hempfield H. S.(1959)	Landisville	LeRoy M. Nissley
Hill School, The (Boys)....(1928)	Pottstown	Edward T. Hall
Hollidaysburg Community Joint		
Sr. H. S.(1939)	Hollidaysburg	Griff Jones
Homestead Sr. H. S.(1931-37; 1944)	Homestead	Dwight H. Conner
Honesdale H. S.(1940)	Honesdale	William T. McGinnis
Indiana Area H. S.(1928)	Indiana	Lambert Joseph

SCHOOL	LOCATION	HEAD
Interboro H. S.....(1931)	Glenolden	John C. Weichel
J. W. Cooper H. S.....(1957)	Shenandoah	Henry J. Zale
Jeannette H. S.(1932)	Jeannette	Charles A. Butler
Jenkintown Jr.-Sr. H. S.....(1930)	Jenkintown	John E. Rice
Jersey Shore Area Joint H. S....(1955)	Jersey Shore	Ira V. Grugan
Jim Thorpe Area Joint H. S....(1930)	Jim Thorpe	Lawrence B. Morris
John Piersol McCaskey Sr. H. S..(1939)	Lancaster	John H. Rodman
	(Reservoir St.)	
Johnstown Central Sr. H. S.....(1930)	Johnstown	Albert N. Rubis
	(331 Somerset St.)	
Juniata Joint H. S.....(1958)	Mifflintown	Charles R. Dietrick, Jr.
Kane Area Joint H. S.....(1928)	Kane	Dalton G. Van Ormer
Kennard-Dale H. S.(1959)	Fawn Grove	James F. Howell
Kennett Jr.-Sr. H. S.....(1938)	Kennett Square	Forrest R. Schaeffer
Kingston H. S.....(1932)	Kingston	James W. Jones
Kishacoquillas H. S.....(1956)	Reedsville	Fred R. Carstetter
Kiskiminetas Springs School (Boys)....(1929)	Saltsburg	John A. Pidgeon
Kittanning H. S.....(1953)	Kittanning	Paul D. Breon
Kutztown Area H. S.....(1944)	Kutztown	L. Merlin Stauffer
La Salle College H. S. (Boys)....(1931)	Philadelphia 41	Brother E. Francis, F.S.C.
	(20th St. & Olney Ave.)	
Lampeter-Strasburg H. S.(1960)	Lampeter	Paul B. Wilson
Lancaster Catholic H. S.....(1936)	Lancaster	Rev. Francis J. Taylor
	(650 Juliette Ave.)	
Lankenau School, The (Girls)	Philadelphia 44 (3201 W.	Sister Lydia Fischer
(1930-36; 1948)	School House Lane)	
Lansdowne-Aldan H. S.....(1928)	Lansdowne	Joseph D. Moore
	(Essex & Green Aves.)	
Latrobe H. S.....(1928)	Latrobe	Robert M. Crawford
Lawrence Park Jr.-Sr. H. S.....(1939)	Erie 3 .. (4231 Morse St.)	Daniel V. Skala
Lebanon Sr. H. S.....(1928)	Lebanon	Charles E. Gaskins
Lehighon H. S.....(1932)	Lehighon	Daniel I. Farren
Lewisburg Joint H. S.....(1947)	Lewisburg	Stanford L. Kunkle
Lewistown Sr. H. S.....(1936)	Lewistown	Miss Gladys S. McCauley, <i>Acting</i>
Liberty H. S.....(1947)	Bethlehem	Charles A. Klein
Lincoln Jr.-Sr. H. S.....(1928)	Midland	William A. Walters
Linden Hall (Girls).....(1928)	Lititz	Byron K. Horne
Lock Haven Sr. H. S.....(1931)	Lock Haven	Albert R. Hauke, <i>Acting</i>
Lower Merion Twp. Sr. H. S. ..(1931)	Ardmore	William T. Bean
Lower Moreland Jr.-Sr. H. S....(1952)	Huntingdon Valley	George S. Robinson
	(Murray Ave.)	
M. S. Hershey Jr.-Sr. H. S.....(1935)	Hershey	George D. Lange
Mahanoy City Jr.-Sr. H. S.....(1943)	Mahanoy City	Robert T. Cook
	(500 E. Centre St.)	
Malvern Preparatory School (Boys)....(1945)	Malvern	Rev. Francis B. Gilligan, O.S.A.
Manheim Central H. S.....(1956)	Manheim	D. W. Witmer
Manheim Township H. S.....(1935)	Neffsville	Arthur R. Ott
Marple-Newtown Senior H. S. ..(1954)	Newtown Square	Herbert E. Rathey
Marywood Seminary (Girls).....(1928)	Scranton 9	Sister Mary Kevin, I.H.M.
	(2300 Adams Ave.)	
Mater Misericordiae Academy (Girls).. (1928)	Merion Station	Sister Gertrude Marie, C.R.S.M.
McDowell H. S.....(1930)	Erie	Charles E. LeMasters
	(38th & Caughey Rd.)	
McKeesport H. S.....(1943)	McKeesport	Wayne E. Mason
	(Cornell & Bailey Ave.)	
Meadville Area Senior H. S. ..(1951)	Meadville	Albert J. Bender
Mechanicsburg Area Joint H. S....(1932)	Mechanicsburg	Carl L. Graham
Media H. S.....(1933)	Media	John K. Barrall
Melrose Academy—Our Lady of Victory Hall (Girls).....(1952)	Philadelphia 26	Sister Mary of Victory, G.N.S.H.
	(7601 Old York Rd.)	

SCHOOL	LOCATION	HEAD
Mercer Joint H. S.....(1958)	Mercer	B. W. Crawshaw
Mercersburg Academy, The (Boys)... (1928)	Mercersburg	Charles S. Tippet
Mercyhurst Seminary (Girls)....(1933)	Erie (501 E. 38th St.)....	Sister Jean Marie
Millersburg-Upper Paxton Union H. S.(1957)	Millersburg	George W. Smith
Milton Area Sr. H. S.(1958)	Milton	Miles M. Kostenbauder
Milton Hershey School (Boys)...(1936)	Hershey	John O. Hershey
Millville Jt. H. S.(1960)	Millville	Wallace Derr
Minersville H. S.....(1932)	Minersville	William J. Murphy
Mining and Mechanical Institute (Boys)(1929-31; 1936)	Freeland	Lambert E. Broad
Monaca Area H. S.(1939)	Monaca	Frank W. Crawford
Monessen Jr.-Sr. H. S.....(1950)	Monessen (6th & Reed Ave.)	Henry H. Furio
Monongahela Sr. H. S.....(1957)	Monongahela	John P. Conte
Moon H. S.....(1948)	Coraopolis	J. Herbert Brooks
Moravian Preparatory School...(1934)	Bethlehem	J. Walter Gapp
Moravian Seminary for Girls....(1942)	(Heckewelder Pl.) Bethlehem	Miss Lillie S. Turman
Morrisville H. S.....(1932)	(Green Pond) Morrisville	E. Leonard Caum
Mount Carmel Joint Sr. H. S....(1948)	Mount Carmel	Vincent W. McHail
Mount Lebanon H. S.....(1933)	(3d & Market Sts.) Pittsburgh 28	Nelson Mills
Mount Penn Jr.-Sr. H. S.....(1930)	(Cochran Rd.) Reading	John A. Hibschan
Mount Saint Joseph Academy (Girls).. (1928)	(25th & Filbert Sts.) Philadelphia 18	Mother M. Sylvester
Muhlenberg Township H. S.....(1931)	(Chestnut Hill) Laureldale	Kermit H. Schmehl
Muncy-Muncy Creek H. S.....(1948)	Muncy	Zigmund M. Musial
Munhall Jr.-Sr. H. S.....(1928)	Munhall	Max W. Wherry
Nazareth Academy (Girls).....(1951)	Philadelphia 14 .. (Grant & Frankford Aves.)	Sister M. Theodosette
Nazareth Area Joint Sr. H. S.....(1937)	Nazareth	Frederick C. Benfield
Neshaminy Sr. H. S.....(1951)	Langhorne	John A. Stoops
Nether Providence Twp. H. S....(1936)	Wallingford	Frank A. Mader
New Castle Sr. H. S.(1928-34; 1960)	New Castle	Clare B. Book
New Hope-Solebury H. S.(1958)	New Hope	James H. Fischer
New Kensington H. S.....(1928)	New Kensington	Frank G. Oliver
North Allegheny Jr.-Sr. H. S.(1959)	Pittsburgh 37	Robert Grine
North East Joint H. S.....(1937)	(350 Cumberland Rd.) North East	Earle C. Davis
North Hills H. S.(1948)	Pittsburgh 29	Arthur J. Hartman
(formerly West View H. S.)	(55 Rochester Rd.) Lansdale	Walton E. Landes
North Penn Jr.-Sr. H. S.....(1931)	Northampton	Norman A. Laub
Northampton Area Joint H. S....(1932)	Dillsburg	Eugene F. Williams
Northern Joint H. S.(1959)	Irwin	Edward Bouldin
Norwin Area Joint H. S.(1949)	Oakmont	George C. McLaughlin
Oakmont Sr. H. S.....(1943-45; 1951)	(5th St. & Pa. Ave.) Oil City	Carl H. Townsend
Oil City Sr. H. S.....(1949)	Oley	Walter W. Wertz
Oley Valley Area H. S.....(1940)	Duke Center	Ralph L. Sweitzer
Otto-Eldred Jr.-Sr. H. S.(1938)	Pittsburgh 13	Sister M. Gerald
Our Lady of Mercy Academy (Girls).. (1941)	(3333 5th Ave.) Philadelphia 31 (64th St. & Malvern Ave.)	Josef G. Cauffman
Overbrook School for the Blind.(1952)	Kintnersville	Melvin G. Mack
Palisades H. S.....(1955)	Palmerton	Omar C. Seals
Palmerton Area Joint H. S.....(1928)	Orefield	Frederick S. Meckley
Parkland H. S.....(1958)	Pen Argyl	Allen H. Jackson
Pen Argyl Area Joint H. S.....(1951)		

SCHOOL	LOCATION	HEAD
Penn Hall Preparatory School (Girls).. (1928)	Chambersburg	Clair G. Frantz
Penn Hills Sr. H. S. (1951)	Pittsburgh 35	Joseph E. Wherry
	(Garland Dr.)	
Penn Manor H. S. (1929)	Millersville	A. Landis Brackbill
Pennridge Sr. H. S. (1932)	Perkasie	Robert A. Rosenkrance
Pennsbury Sr. H. S. (1951)	Yardley	Richard L. Currier
Pequea Valley Jr.-Sr. H. S. (1960)	Kinzers	Arthur W. Eshelman
	(R. D. #1)	
Perkiomen Preparatory School (Boys).. (1928)	Pennsburg	Stephen W. Roberts
Phelps School, The (Boys)..... (1952)	Malvern	Norman T. Phelps
<i>Philadelphia Public High Schools:</i>		
Abraham Lincoln Jr.-Sr. H. S. (1953)	Philadelphia 36	Charles H. Williams
	(Rowland & Ryan Aves.)	
Benjamin Franklin H. S. (Boys) (1941)	Philadelphia 30	I. Lewis Horowitz
	(Broad & Green Sts.)	
Central H. S. (Boys)..... (1928)	Philadelphia 41	Elmer Field
	(Ogontz & Olney Aves.)	
Frankford H. S. (1928)	Philadelphia 24 (Oxford Ave. & Wakeling St.)	John W. Hitner
Germantown H. S. (1928)	Philadelphia 44	Ernest A. Choate
	(Gtn. Ave. & High St.)	
John Bartram H. S. (1941)	Philadelphia 42 (67th St. & Elmwood Ave.)	Charles K. Hay
Kensington H. S. for Girls.... (1928)	Philadelphia 25.. (Amber & Cumberland Sts.)	Miss Etta M. Pettyjohn
Northeast H. S. (1928)	Philadelphia 11	Walter Howarth
	(Cottman & Algon Aves.)	
Olney H. S. (1932)	Philadelphia 20 .. (Front St. & Duncannon Ave.)	Miss Marion L. Stuart
Overbrook H. S. (1928)	Philadelphia 31 (59th St. & Lancaster Ave.)	Leroy Layden
Philadelphia H. S. for Girls.... (1928)	Philadelphia 41	Mrs. Dorothy B. Crawford
	(Broad & Olney Sts.)	
Roxborough H. S. (1928)	Philadelphia 28 .. (Ridge Ave. & Fountain St.)	Wilbur C. DeTurk
Simon Gratz H. S. (1930)	Philadelphia 40	M. David Hoffman
	(17th & Luzerne Sts.)	
South Philadelphia H. S. (1928)	Philadelphia 48 .. (Broad St. & Snyder Ave.)	Joseph J. Rossi
Standard Evening H. S. (1947)	Philadelphia 30	I. Lewis Horowitz
	(Broad & Green Sts.)	
Thomas A. Edison H. S. (1928 & 1958)	Philadelphia 33	Robert Wayne Clark
	(8th St. & Lehigh Ave.)	
West Philadelphia H. S. (1928)	Philadelphia 39	Jack H. Neulight
	(47th & Walnut Sts.)	
William Penn H. S. for Girls.. (1928)	Philadelphia 30	Mrs. Ruth W. Hayre
	(15th & Wallace Sts.)	
<i>Philadelphia Roman Catholic Diocesan High Schools:</i>		
Bishop Neumann H. S. (1939)	Philadelphia	Very Rev. C. Albert Koob, O.Praem.
	(26th & Moore Sts.)	
John W. Hallahan Catholic Girls' H. S. (1929)	Philadelphia 3	Rev. Frederick J. Frazer
	(19th & Wood Sts.)	
Little Flower Catholic H. S. for Girls	Philadelphia 40	Rev. Joseph A. Brown
(1945)	(10th & Lycoming Sts.)	
Northeast Catholic H. S. for Boys... (1936)	Philadelphia 24 (Kensington & Torresdale Aves.)	Very Rev. John F. Tocik, O.S.F.S.

SCHOOL	LOCATION	HEAD
Notre Dame Catholic Girls' H. S.... (1947)	Moylan (Manchester Ave.)	Sister Margaret Elizabeth
Saint Thomas More Catholic Boys' H. S.(1947)	Philadelphia 31 (47th & Wyalusing Ave.)	Rev. John J. Cusack, C.M.
West Philadelphia Catholic H. S. for Boys(1932)	Philadelphia 39 (49th & Chestnut Sts.)	Rev. Brother Galdrick John, F.S.C.
Phoenixville Area H. S. (1931-50; 1960)	Phoenixville (City Line Ave. & Gay St.)	Paul M. Merkel
Pine Grove Area H. S.....(1947)	Pine Grove(1947)	Frank R. Winsheimer
<i>Pittsburgh Public High Schools:</i>		
Allderdice Sr. H. S.(1931)	Pittsburgh 17 (2409 Shady Ave.)	Bernard J. McCormick
Allegheny Sr. H. S.....(1929)	Pittsburgh 12 (810 Sherman Ave.)	Roy T. Mattern
Carrick Jr.-Sr. H. S.....(1928)	Pittsburgh 10 (125 Parkfield St.)	Carl G. Brackmann
David B. Oliver Jr.-Sr. H. S....(1928)	Pittsburgh 12 (Brighton Rd. & Island Ave.)	Robert V. Cresswell
Fifth Avenue Jr.-Sr. H. S.....(1928)	Pittsburgh 19 (1800 Fifth Ave.)	Harry B. Singer
George Westinghouse Jr.-Sr. H. S.... (1928)	Pittsburgh 8 (1101 N. Murtland Ave.)	Paul E. Felton
Peabody Sr. H. S.....(1928)	Pittsburgh 6 (N. Beatty & Margaretta Sts.)	Homer C. Bower
Perry Jr.-Sr. H. S.....(1928)	Pittsburgh 14 (Perryville Ave. & Semcir St.)	Charles W. Sparks
Samuel P. Langley Jr.-Sr. H. S. (1928)	Pittsburgh 4 (Sheraden Blvd.)	Harry D. Book
Schenley Sr. H. S.....(1928)	Pittsburgh 13 .. (Bigelow Blvd. & Center Ave.)	F. Gardner Gillen
South Jr.-Sr. H. S.....(1928)	Pittsburgh 3 (S. 10th & Carson Sts.)	James E. Shannon
South Hills Sr. H. S.....(1928)	Pittsburgh 11 (Ruth & Eureka Sts.)	Fred W. Glaser
Plum Borough Jr.-Sr. H. S. (1954)	Pittsburgh 35 (High School Rd.)	Pascal H. Marquette
Plymouth-Whitemarsh Joint Jr.-Sr. H. S.(1957)	Plymouth Meeting(1957)	Rodger T. Dombrow
Port Allegany Union H. S. (1934-52; 1960)	Port Allegany(1960)	Robert P. Stromberg
Pottstown Sr. H. S.....(1932)	Pottstown (Penn & Chestnut Sts.)	Stanley I. Davenport, Jr.
Pottsville H. S.....(1930)	Pottsville(1930)	Miles S. Kiehner
Punxsutawney Area Joint H. S....(1947)	Punxsutawney(1947)	Glenn M. Henery
Quaker Valley H. S.....(1931)	Sewickley(1931)	G. V. Bedison
Quakertown Community Sr. H. S. (1932)	Quakertown(1932)	Richard E. Strayer, Acting
Radnor Jr.-Sr. H. S.....(1928)	Wayne(1928)	Miss Mary H. Carter
Ravenhill Academy of the Assumption (Girls)(1950)	Philadelphia 44 ... (3480 W. Schoolhouse Lane)	Mother Francis Joseph
Reading Sr. H. S.....(1928)	Reading (13th & Douglass Sts.)	LeVan P. Smith
Red Lion Area H. S.....(1928)	Red Lion(1928)	Frederick Sample
Rice Avenue Union H. S.(1959)	Girard(1959)	Neil Madden
Richland Twp. Jr.-Sr. H. S.(1959)	Gibsonia(1959)	A. R. Keefer
Ridley Park H. S.....(1929)	Ridley Park(1929)	David H. Bining
Ridley Township H. S.....(1948)	Folsom(1948)	Norman B. L. Ferguson
Rochester Area Union H. S. .. (1928)	Rochester(1928)	Fenton H. Farley
Rostraver Township H. S.(1953)	Belle Vernon (R. D. #2)	Clifford D. Naylor

SCHOOL	LOCATION	HEAD
Rothrock H. S.(1958)	McVeytown	Robert H. Fleck
S. Horace Scott Sr. H. S.(1928)	Coatesville	Curtis S. Taylor
Saint Augustine H. S. (Girls) ..(1960)	Pittsburgh 1	Sister Mary Margaret
	(37th & Butler Sts.)	
Saint Benedict Academy (Girls) ..(1928)	Erie (330 E. 10th St.)....	Sister Mary Jude
Saint John Kanty College H. S. (Boys) ..(1928)	Erie 1 (3002 E. 38th St.)..	Rev. Edward P. Gicewicz, C.M.
Saint Joseph's College H. S. (Boys)....(1928)	Philadelphia 21	Rev. Joseph D. Ayd, S.J.
	(18th & Thompson Sts.)	
Saint Leonard's Academy of the Holy Child (Girls)	Philadelphia 4	Mother Mary Celestine, S.H.C.J.
	(3833 Chestnut St.)	
Saint Mary's Academy (Girls)....(1937)	Philadelphia 41	Mother M. Elizabeth, S.S.J.
	(5401 Old York Rd.)	
Saint Marys Catholic H. S.(1932)	Saint Marys	Rev. Donald Haggerty, O.S.B.
Saint Marys H. S.(1955)	Saint Marys	Henry M. Ryan
Saint Paul Cathedral H. S. (Girls) ..(1960)	Pittsburgh 13	Sister M. Jerome
	(136 North Craig St.)	
Saint Rosalia H. S. (Girls).....(1938)	Pittsburgh 7	Sister M. Felicitas
	(411 Greenfield Ave.)	
Saint Rose H. S.(1955)	Carbondale	Mother M. Augustus, I.H.M.
Saint Vincent College Preparatory School (Boys)	Latrobe	Rev. Louis Sedlacko, O.S.B.
		Frank S. Walk, Jr.
Sayre Area Joint H. S.(1932)	Sayre	Mother St. Christopher, S.H.C.J.
School of the Holy Child (Girls).....(1929)	Sharon Hill	Paul R. Hartranft
Schuylkill Haven H. S.(1960)	Schuylkill Haven	Albert T. Jones
Scranton Central H. S.(1928)	Scranton 10 (Vine St. & N. Washington Ave.)	
Scranton Preparatory School, The (Boys)	Scranton	Rev. Bernard R. McIlhenny, S.J.
Selinsgrove Area Joint H. S.(1959)	Selinsgrove	Charles Fasold
Shady Side Academy (Boys).....(1928)	Pittsburgh 38	George L. Follansbee
	(423 Fox Chapel Rd.)	
Shaler H. S.(1946)	Glenshaw	Harold E. Hench
Shamokin Area H. S.(1950)	Shamokin	Paul Swank
Sharon H. S.(1950)	Sharon (Case Ave.)....	Stanley N. Currier
Sharon Hill Jr.-Sr. H. S.(1934)	Sharon Hill	Maxwell Kuebler
Shipley School, The (Girls).....(1928)	Bryn Mawr	Miss Margaret B. Speer
Shippensburg Area Sr. H. S.(1945)	Shippensburg	Alpheus P. Drayer
Slatington H. S.(1958)	Slatington	Herman P. Snyder
Slippery Rock Area Jt. H. S. ..(1935)	Slippery Rock	R. Neal Williams
Solebury School	New Hope	William P. Orrick
Somerset Jt. Jr.-Sr. H. S.(1960)	Somerset	D. C. Rininger
Souderton Jr.-Sr. H. S.(1935)	Souderton	W. E. Maxwell
South Middleton Township H. S. (1953)	Boiling Springs	Walter D. Heckman
Southern Lehigh Jr.-Sr. H. S.(1958)	Coopersburg	Lester W. Reiter
Spring-Ford Sr. H. S.(1933)	Royersford	Charles H. Wise
Springdale H. S.(1952)	Springdale (Colfax St.)..	John J. Robak
Springfield Township Jr.-Sr. H. S. (1937)	Springfield	Richard K. Smith
	(Delaware Co.)	
Springfield Township Sr. H. S....(1928)	Philadelphia 18	Richard C. Ream
	(1801 E. Paper Mill Rd.)	
Springside School (Girls).....(1934)	Philadelphia 18	Miss Eleanor E. Potter
	(Chestnut Hill)	
State College Sr. H. S.(1940)	State College	Theodore R. Kemmerer
Steelton-Highspire H. S.(1928)	Steelton	Charles W. Eisenhart
Stevens School, The (Girls).....(1930)	Philadelphia 18	Miss Helen W. Ridgley
	(8836 Crefeld St.)	
Stroud Union H. S.(1928)	Stroudsburg	Alfred W. Munson
(formerly Stroudsburg Jr.-Sr. H. S.)		
Sunbury Area Sr. H. S.(1934)	Sunbury	M. Eugene Hutchinson
Susquehanna Twp. H. S.(1959)	Harrisburg	Richard L. Ax
	(801 Wood St., Progress)	
Susquehannock H. S.(1956)	Glen Rock	Ralph A. Bortner

SCHOOL	LOCATION	HEAD
Swarthmore H. S.(1928)	Swarthmore	William M. Bush
Swissvale H. S.(1928)	Pittsburgh 18	Gordon E. Dannels
	(Monongahela Ave.)	
Tarentum H. S.(1928)	Tarentum 4	David B. Dodds
Temple University H. S.(1928)	Philadelphia 21	Hugh E. Harting
	(1417 Diamond St.)	
Titusville H. S.(1932)	Titusville	Bruce Pringle
Towanda Valley Joint H. S.(1948)	Towanda	Loyd M. Trimmer
Troy H. S.(1929)	Troy	Harry A. Crumbling
Tunkhannock H. S.(1928)	Tunkhannock	Miss Helen G. Crompton
Turtle Creek Sr. H. S.(1944)	Turtle Creek	Allan L. Behler
Union City Joint H. S.(1959)	Union City	Russell C. Palmer
Uniontown Joint Sr. H. S.(1933)	Uniontown	Dan R. Kovar
Unionville H. S.(1953)	Unionville	Wilbur V. Reese
United Joint H. S.(1959)	New Florence	H. Foster Hill
	(R. D. #2)	
Upper Darby H. S.(1928)	Upper Darby	James E. Nancarrow
Upper Dublin H. S.(1957)	Fort Washington	Norman L. Jones
Upper Merion Sr. H. S.(1945)	King of Prussia	Robert R. Strine
Upper Moreland Jr.-Sr. H. S.(1946)	Willow Grove	Joseph F. Wesley
Upper Perkiomen Joint H. S.(1950)	East Greenville	Clarence A. Roth
Valley Forge Military Academy (Boys). (1932)	Wayne	Lt. Gen. Milton G. Baker
Vandergrift H. S.(1957)	Vandergrift	J. Paul Shaffer
Villa Maria Academy (Girls)(1932)	Erie (2403 W. Lake Rd.)	Sister Brenda Marie, S.S.J.
Villa Maria Academy (Girls)(1928)	Malvern	Sister Carmen Rosa
Villa Maria H. S. (Girls)(1928)	Villa Maria	Sister Mary Dolores
Warren H. S.(1928)	Warren	Joseph V. Passaro
Warwick H. S.(1928)	Lititz	N. J. Fuhrman
Waynesboro Area Sr. H. S.(1942)	Waynesboro	Paul E. Shull
Wellsboro-Charleston Joint Sr. H. S.(1935)	Wellsboro	Allen W. Lewis
Wesleyville H. S.(1954)	Wesleyville	William B. McKee, Jr.
	(2138 Willow St.)	
West Allegheny Sr. H. S.(1955)	Oakdale	Anthony J. Miklausen
West Chester Joint Sr. H. S.(1929)	West Chester	Harold H. Wingerd
West Reading H. S.(1928)	West Reading	Arthur Himmelberger
West York Area H. S.(1928)	York	W. F. Goodling
	(1800 Bannister St.)	
Westmont Hilltop Sr. H. S. ... (1928)	Johnstown	William F. Shaffer
(formerly Westmont-Upper Yoder Southmont H. S.)	(827 Diamond Blvd.)	
Westmoreland H. S.(1955)	Trucksville	W. Frank Trimble
Westtown School	Westtown	Daniel D. Test, Jr.
Whitehall Township Jr.-Sr. H. S. (1952)	Hokendauqua	George D. Steckel
<i>Wilkes-Barre Public High Schools:</i>		
Elmer L. Meyers H. S.(1933)	Wilkes-Barre	H. Leon Gilbert
	(341 Carey Ave.)	
G. A. R. Memorial H. S.(1930)	Wilkes-Barre	Victor F. Baiz
	(Grant & Lehigh Sts.)	
James M. Coughlin H. S.(1928)	Wilkes-Barre	Francis T. Truscott
	(N. Washington St.)	
Wilkesburg Sr. H. S.(1930)	Pittsburgh 21	Harry C. Pry
	(747 Wallace Ave.)	
William Penn Charter School, The (Boys)	Philadelphia 44	John F. Gummere
	(School Lane & Fox St.)	
William Penn Sr. H. S.(1928)	York	O. Meredith Parry
	(101 W. College Ave.)	
William Tennent H. S.(1958)	Johnsville	Everett A. McDonald, Jr.

SCHOOL	LOCATION	HEAD
Williamsport H. S.....(1928)	Williamsport (1046 W. 3d St.)	David W. Stuempfle
Wilson Borough Area Joint H. S. (1928)	Easton (22d St. & Washington Blvd.)	Truman J. Reese
Wilson H. S.....(1945)	West Lawn Pittsburgh 13 (4721 Fifth Ave.)	Clayton D. Rehner Miss Mary F. Philput
Winchester--Thurston School, The ... (1959)	Kingston	Ralph W. Decker
Wyoming Seminary(1928)	Wyomissing	B. Henry Shafer
Wyomissing H. S.....(1928)	Yeadon	Paul E. Deysher
Yeadon H. S.....(1939)	York	Rev. Leo N. Bierster
York Catholic H. S.....(1953)	(601 E. Springettsbury)	
York Central H. S.....(1957)	York	William N. Craley
PUERTO RICO		
Academia del Perpetuo Socorro (1960)	Miramar (650 Paz St.)	Sister Mary Coaina
Colegio del Sagrado Corazon (Girls) .. (1960)	Santurce (P. O. Box 9595)	Mother Ida Marie Smith
Colegio San Jose.....(1958)	Rio Piedras	Brother Joseph Buettner, S.M.
George O. Robinson School.....(1958)	Santurce	Leon M. Woodworth
Saint John's School.....(1958)	Santurce	Herbert E. Warfel
FOREIGN SCHOOLS		
American Community School of Paris(1958)	Boulogne-sur-Seine, France	Ernest A. Wedge
International School of Geneva..(1936)	Geneva, Switzerland (62 route de Chêne)	Aleck H. Forbes
Woodstock School (1960)	Mussoorie, India (Landour P. O.)	Rev. Canon Samuel R. Burgoyne

LIST OF ACCREDITED SCHOOLS FOR AMERICAN DEPENDENTS ABROAD

Listed below are schools for American children abroad accredited by the North Central Association under a cooperative arrangement with the other regional accrediting associations. It is hoped that credentials from students taking work in these schools will be considered in the same way as those from any of the schools on the List of Accredited Schools of the Middle States Association.

SCHOOL	LOCATION	HEAD
Antilles High School	San Juan, Puerto Rico	William L. Sheals
Arthur L. Bristol High School	Argentia, Newfoundland	Irene Thorn
Ashiya Dependents High School	Ashiya, Japan	Edward T. Smith
Augsburg American	Augsburg, Germany	Ted T. Grenda
Baumholder American	Baumholder, Germany	Warren Ruppel
Berlin American	Berlin, Germany	Victor L. Anderson
Bitburg Dependent	Bitburg, Germany	Ronald A. Downing
Bremerhaven American	Bremerhaven, Germany	Glenn N. Gardiner
Central High School	London, England	Harold W. Matthews
Chateauroux Dependent	Chateauroux, France	William E. Lowry
David Glasgow Farragut	Rota, Spain	Jack E. Brown
Dependents' High School	Ankara, Turkey	Jack E. Daseler
Ernest Harmon Dependents'	Stephenville, Newfoundland	Joseph C. McCormac
Ernest J. King Navy 3912	Sasebo, Japan	Emil W. Marse
Forrest Sherman High School	Naples, Italy	R. W. Wiseman
Frankfurt American	Frankfurt, Germany	Sidney M. Crowder
General H. H. Arnold	Wiesbaden, Germany	John D. Sheahan
(formerly Wiesbaden American)		
George Washington High School	Agana, Guam	Paul E. Gettys
Goose Air Base Dependents High School	Goose Bay, Labrador	Robert H. Kidd
Heidelberg American	Heidelberg, Germany	Alexander H. Kyrios
Itazuke Dependent	Itazuke, Japan	Cereal E. Biggers
Izmir Dependents	Izmir, Turkey	Morris Crum
Kaiserslautern American	Kaiserslautern, Germany	Erwin L. Davis
Karlsruhe American	Karlsruhe, Germany	Clyde R. Born
Kubasaki American	Kubasaki, Okinawa	W. B. Elliott
Leghorn American	Leghorn, Italy	Ray S. Randolph
(formerly Camp Darby American)		
Lajes High School	Lajes, Azores	Fred Souk
Madrid Dependent	Madrid, Spain	Garland S. Wolland
Mannheim High School	Mannheim, Germany	Wayne H. Donson
Misawa High School	Misawa, Japan	Calvin K. Snodgrass
Munich American	Munich, Germany	Rex L. Gleason
Nouasseur Dependents H. S.	Nouasseur, Morocco	Raymond A. Stutz
(formerly Nelson C. Brown H. S.)		
Nurnberg American	Nurnberg, Germany	George D. Stevens
Orleans American	Orleans, France	Clarence L. Miller
Paris American	Paris, France	Mildred A. Linck
Pepperrell Air Force High School	Saint Johns', Newfoundland	Richard W. Brownlee
Poitiers American	Poitiers, France	John G. Korslund
Ramey Base High School	Ramey Air Force Base, Puerto Rico	J. F. Hall
Stuttgart American	Stuttgart, Germany	James E. Johnson
Thomas Mack Wilhoite	Port Lyautey, French Morocco ..	Robert I. Thorp
Tokyo American	Tokyo, Japan	Russell Marshall
Verdun American	Verdun, France	Bernard F. Seigel
Vicenza American High School	Vicenza, Italy	John K. Welden
Washington Irving High School	Sevilla, Spain	J. J. Cormack, Jr.
Wheelus Dependents High School	Tripoli, Libya	Byron J. Townsend
Wuerzburg American	Wuerzburg, Germany	Robert J. Platenberg
Wurtsmith Memorial	Clark Air Force Base, Philippines	Tilson L. King
Yokohama American	Yokohama, Japan	Harold U. Cope
Zaragoza Dependents	Zaragoza, Spain	Dale W. Clark

MEMBERSHIP ORGANIZATIONS

JANUARY 1, 1960

ORGANIZATION	LOCATION	HEAD
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Baltimore City Department of Education Delaware Department of Public Instruction	Baltimore, Md.	John H. Fischer, Supt.
Eastern Association of College Deans and Advisers of Students	Dover, Del.	George R. Miller, Jr., Supt.
Elizabeth Department of Education ... High School Principals Association	State Teachers College, Millersville, Pa. Elizabeth, N. J.	A. G. Breidenstine, Sec. J. Harry Adams, Supt.
Jersey City Superintendent of Schools.. Jesuit Educational Association, New York Province	Andrew Jackson High School, Queens, N. Y. Jersey City, N. J.	Dorothy Bonawit James E. Reynolds
Middle States Association of Collegiate Registrars and Officers of Admission	154 E. 23rd St., New York 10, N. Y.	Rev. Joseph C. Glose, S.J.
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New Jersey Department of Public Instruction	Rutgers University, New Brunswick, N. J.	Albert E. Meder, Jr., Corres. Sec.
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Pennsylvania State Department of Public Instruction	Harrisburg, Pa.	Howard R. Reidenbaugh, Exec. Sec.
State Department of Education	Harrisburg, Pa. Baltimore 1, Md.	Charles H. Boehm, Supt. Thomas G. Pullen, Jr., Supt.
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